

TOP 10

Great Grammar for Great Writing

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Top 10
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Overview

Top 10 offers instruction and writing practice in ten essential grammar areas for better English writing. ESL writers at the intermediate level tend to produce writing with a high number of surface-level errors, especially errors in grammar. *Top 10* addresses these types of errors while working on building better sentences and paragraphs.

Because editing of student writing is a primary objective for many courses at the intermediate level, many exercises in *Top 10* deal with editing or with producing original writing followed by editing. These exercises attempt to focus students' attention on common grammatical errors and then teach students various options for making corrections.

Course and Students

Top 10 is designed for intermediate students. It contains enough material for 60 to 70 classroom hours, depending on the class level and the amount of writing and work that is completed outside of class. If time limitations exist, the material could be covered in as few as 45 hours with a faster group, provided that many of the exercises are assigned as homework.

A major obstacle to future educational plans for many students is not being able to write effectively and easily in English. Thus, the quality of any written work that they do is very important. Since grammar is often the main issue that keeps ESL students from producing a satisfactory piece of original writing, the exercises in *Top 10* focus exclusively on grammar problems that are common in writing.

The title *Top 10* refers to the ten chapters in the book. Each chapter focuses on a common area of difficulty of English grammar in student writing: parts of speech (i.e., word forms); verbs, nouns and articles; subject–verb agreement; modals; prepositions; adjectives; sentence patterns (with verbs, adjectives, and adverbs); sentence types; and common grammar errors. These ten areas were selected after surveying many experienced teachers, student writers, textbooks, and course curricula to determine the most serious and pervasive grammar problems for intermediate student writing.

Students vary, so ultimately it is you, the teacher, who is always the best judge of which chapters should be covered in which order and to what extent. No one knows the language needs of your students better than you do. It is up to you to gauge the needs of your students and then match those needs with the material in *Top 10*.

Text Organization

Each of the ten chapters focuses on one grammar area that affects the quality of student writing. Each chapter is independent of the others and can therefore be taught in any sequence.

Three appendixes appear at the back of the book: Appendix 1 lists irregular verb forms; Appendix 2 provides instruction and practice with capitalization; Appendix 3 provides instruction and practice with punctuation. We strongly recommend that teachers go over these appendixes early in the course. Students will then know where they are in the book and will be able to refer to the appendixes as needed as they do the writing activities in each chapter.

Supporting web exercises for *Top 10*, as well as the Answer Key, can be found at: elt.heinle.com/top10

Contents of a Chapter

Following are the common features and exercise types in each chapter. While not all chapters include every feature or exercise type, these are the most common chapter components.

Grammar Reviews and Explanations

The grammar reviews and explanations have been written to focus specifically on problems that occur in student writing, not in speech. *Top 10* is not meant to be an exhaustive grammar book; it reviews common problem areas and helps students focus their attention on the gap between how they are writing and how they should be writing. Because of this, teachers may note the absence of certain grammar points. For example, in Chapter 2, "Review of Verbs," instead of covering all the verb tenses in English, we focus on six common tenses. Our analysis of student writing needs indicates that it is more prudent for intermediate ESL writers to focus their attention on these specific tenses, so we have limited our instruction and subsequent practice to just these six. (In contrast, a comprehensive grammar book would most likely provide a chart with all twelve verb tenses, including less common tenses such as future perfect progressive.)

Exercise Types

Second language acquisition (SLA) research shows the importance of awareness in the second language learning process. Students using this text have had basic grammar instruction but continue to make errors. The exercises in *Top 10* are designed to raise students' consciousness of the types of errors that they make in their writing. Additional SLA research has demonstrated the importance of the number of exercises—frequency of practice—in comparison with the nature of the exercises. Therefore, we have included multiple exercises for more difficult grammar points. However, teachers do not need to assign all of these exercises for a given grammar point if students have demonstrated mastery. Some teachers may wish to save some of these exercises for review at a later time.

Original Sentences Some exercises ask students to write original sentences to illustrate a specific aspect of a given grammar point. We recommend that you have students discuss their answers in groups and possibly write some of their sentences on the board for general class discussion about what is correct and what is not correct, as well as why a gap between the two exists for a particular student.

Identifying Grammatical Elements In this type of exercise, students circle or underline the target grammatical element. We believe that it is incorrect to force full production of a grammatical point initially; instead, we first want our students to be able to identify the target structure.

Selecting the Correct Form This traditional type of exercise usually presents students with two or three answer options, and students must underline or circle the single correct answer. The incorrect answer options are almost always forms that students with various first languages would write. Thus, this kind of exercise is harder than it might appear.

Editing Exercise: Editing of Sentences Because a paragraph is only as good as the sentences in it, this type of exercise presents students with sentences one at a time. The sentences are often about a single topic and are therefore related to each other. Students are asked to focus on one specific grammar issue, such as verb tenses, and check for that specific grammar point in each sentence.

Editing Exercise: Editing of Paragraphs In this type of exercise, students are presented with a complete paragraph. Common topics covered include business, history, geography, sociology, hobbies, and trivia. Students are not told where the errors are, but they are always told how many or what type of errors to look for. Thus, students gain practice in editing language and in analyzing a paragraph.

These two points are important in helping students practice looking for, finding, and correcting *specific* errors that they are likely to be making. Since the teaching goal is to enable students to edit for specific kinds of errors, it makes sense to tell them what errors to look for. For example, if we want students to check for subject-verb agreement and word endings, then teachers and materials should train students to look for these specific mistakes. Instead of the more typical directions that ask students to find "the errors" in a given piece of writing, the most effective exercises direct students to find, for example, two subject-verb errors and three word ending errors, or to find five errors.

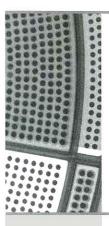
Guided Writing In this exercise, which comes near the end of each chapter, students are given a paragraph to revise. They revise according to specific instructions that focus on grammar elements in the current chapter and other general grammar points. These grammar points reflect the exact types of self-edits that we hope our learners will develop, such as checking all verbs for subject-verb agreement or checking that no sentences are fragments.

Original Writing In order to achieve the goal of connecting both the grammar instruction and focused review in student writing, each chapter of *Top 10* ends with an exercise called "Original Writing." Students are given a prompt to which they are asked to respond by writing one paragraph, two paragraphs, or an essay. (It is up to each teacher to establish the writing length parameters of any exercise.) We believe that students should not be writing extensively but *intensively* when the goal is improving writing accuracy. Thus, while this activity asks students to write a short piece, the grammar demands are high. Students are told to practice certain aspects of the grammar in that chapter, to underline their original examples, and to check their correctness with a partner. Underlining key linguistic features has been shown to aid in students' noticing and learning of new material.

Overview

More About the Exercises in Top 10

Teachers have long noticed that their students may do well in a grammar class where the focus is on one grammatical form in one type of exercise, but these same students may experience writing problems when trying to transfer or apply this knowledge to original writing. For some reason, students often do not transfer the material that they were just taught to their writing. As a result, the majority of the exercises in *Top 10* deal with language in a context. This includes language in a series of related sentences, in a whole paragraph, or even in a short essay. Our experience has shown that students can improve their editing for a specific kind of grammatical error when they review the grammar issue and then practice their editing skills in sentences, whole paragraphs, and essays. The over 200 exercises in *Top 10* and additional web activities offer more than enough material to satisfy most students' written grammar needs.



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Parts of Speech

Words have different purposes, or functions, in a sentence. In English, words are classified into different groups based on the function of the words in a sentence. These groups are called **parts of speech**.

In English, there are seven* parts of speech that are important for writing:

- verb
- noun
- pronoun
- preposition
- adjective
- adverb
- conjunction

The brown house on Wilson Street has three bedrooms.

ADI

PREP

VERR

NOUN

Joseph speaks <u>quickly</u>, <u>but</u> his English is good because <u>he</u> speaks very clearly.

ADV CONJ PRON

1.1 Verbs

A verb is the most important word in a sentence. A verb shows action or being (existence).

action:

take, write, run, select, show, call

existence:

be (am, is, are, was, were)

Every sentence must have a verb. Forgetting the verb is a serious error.

Remember: No verb = No meaning

^{*}Note (to teacher): Traditionally, there are eight parts of speech, including *interjections*, but interjections are not common in academic writing and therefore will not be covered here. In addition, some books treat *determiners* (some, any), *demonstratives* (this, those), and *articles* (a, the) as separate categories. In the traditional system of eight parts of speech, however, determiners, demonstratives, and articles are classified as adjectives.

Every sentence must also have a subject. The subject is the noun or pronoun that does the action of the verb.

In the following paragraph, the subject of each sentence has one line under it and the verb has two lines under it.

My <u>name is</u> Keith. <u>I am</u> a student at Washington High School. My best <u>friend is</u> Joshua. <u>He lives</u> about two blocks from our school. His <u>family moved</u> here about five years ago. <u>Joshua and I are</u> in the eleventh grade. <u>We will graduate</u> next year.

A sentence that does not have a subject or a verb is called a sentence fragment.*

Fragment: The president of the U.S. in the White House.

Correct: The president of the U.S. <u>lives</u> in the White House.

Fragment: Is very hot in New York City in July.

Correct: It is very hot in New York City in July.

The verb in a sentence can be more than one word.

1 word: I cook eggs for breakfast every morning.

2 words: I am cooking scrambled eggs now.

2 words: I can cook eggs with cheese and tomatoes.

2 words: I do not cook eggs with meat.

2 words: I did not cook eggs with meat yesterday.

A sentence can have more than one verb.

1 verb: The assistant answered the phone.

2 verbs: The assistant answered the phone and wrote a message.

3 verbs: The assistant answered the phone, wrote a message, and gave it

to Mary.

Sentences that are commands (imperative) do not have a written subject: *Open the door, please*. The subject (you) is understood.

Exercise 1 Read the sentences about my math class. Draw one line under the subjects and two lines under the verbs. Hint: Some sentences have more than one subject and verb. The first one has been done for you.

- 1. My math class is from 8:00 a.m. to 8:45 a.m. every day.
- 2. Our class meets in Room 218.
- 3. The name of the building is Margaret Cook Hall.
- 4. Students like Room 218.
- 5. Room 218 has 50 desks in it, and two long blackboards are on the walls.

^{*}fragment: a piece or part of something, incomplete



2

- 6. Every weekday morning I wake up at 6:30 a.m., take a shower, and then eat my breakfast before I go to my math class.
- 7. Students are often tired in early morning classes, but you won't see any sleepy or bored faces in this class.
- 8. In fact, if you want a good seat in this class, you have to arrive early.
- 9. I don't think that anyone arrives late to this class.
- 10. The math teacher's name is Dr. Wilson.
- 11. The name of the book that we use in this class is "Mathematics for Today."
- 12. Like most of my classmates, I truly enjoy this class because the teacher is so good.
- 13. I have never liked math very much, but I like this class with Dr. Wilson.

Exercise 2 Read the conversation between two friends who run into* each other. Draw one line under the subjects and two lines under the verbs. Hint: Some sentences have more than one verb. The first one has been done for you.

Alfredo: Hi, Barbara. How are you?

Barbara: Hey, Alfredo. I'm doing fine. I haven't seen you in a long time.

Alfredo: I know. My job takes so much of my time these days.

Barbara: Where do you work?

Alfredo: I'm a realtor. I work at Palm Property.

Barbara: That's right. I knew that! How are your parents?

Alfredo: They are doing well. My mom is helping my brother with his new house, and my dad is still working at the bank.

Barbara: Well, I hope to see them again. Maybe your family can come to my house for dinner one night. How does that sound?

Alfredo: Well, I will talk to them about it, and then I can call you.

Barbara: Great. I'm so glad that we ran into* each other. Take care.

Alfredo: Thanks, Barbara. See you.

^{*}run into: meet by chance

Exercise 3 Read the sentences about mathematics. Draw one line under the subjects and two lines under the verbs. If a sentence does not have a subject and a verb, write fragment on the line to the left. Then add a subject or a verb that makes sense. Be sure to add your new verb in the correct place. The first two have been done for you.

$$\frac{1}{2} + \frac{2}{3} = \frac{3}{6} + \frac{4}{6} = \frac{7}{6}$$

1. In math, fractions are parts of a number.

____ 4. Are the opposite of fractions.

fragment 2. For example, $\frac{1}{2}$ and $\frac{2}{3}$ fractions.

3. Examples of whole numbers are 4, 14, and 40.

5. We call the bottom number of a fraction the denominator.

6. The numerator is the top number of a fraction.

7. In the fraction $\frac{3}{4}$, 3 is the numerator, and 4 is the denominator.

8. If you want to add two fractions, they must the same denominator.

9. The problem " $\frac{1}{2} + \frac{2}{3}$ " is a little difficult because the denominators of

the fractions different.

10. Write an original sentence about fractions. Underline the subject once and the verb twice.

4

	line to the left. Then add a subject or a verb that makes sense. Be sure to add your new verb in the correct place. The first two have been done for you.
	1. For some people, $\underline{\underline{English}}$ $\underline{\underline{is}}$ a difficult language.
	fragment 2. For other people, English not very difficult. ADVANCED DICTIONARY of American English
	3. For these people, is very easy.
	4. Some parts of English more difficult than others.
	5. For example, spelling and pronunciation in English are difficult.
	6. In English, there many different pronunciations for one letter.
	7. As a result, I can't English words very well.
	8. You can spell the same sound in two or three ways.9. Sometimes you write <i>ai</i> as in <i>rain</i>, and other times you <i>ay</i> as in <i>Ray</i>.
	10. Write an original sentence about learning English. Underline the subject once and the
	verb twice.
Exercise 5	Read the sentences about cooking. Draw one line under the subjects and two lines under the verbs. If a sentence does not have a subject and a verb, write <i>fragment</i> on the line to the left. Then add a subject or a verb that makes sense. Be sure to add your new verb in the correct place. Remember that some sentences contain more than one subject and more than one verb. The first one has been done for you.
	I <u>enjoy</u> cooking because <u>it relaxes</u> me. Of course some things are hard to cook, but many common dishes
	easy to prepare.

Read the sentences about learning English. Draw one line under the subjects and two lines under the verbs. If a sentence does not have a subject and a verb, write *fragment* on the

Exercise 4

	3. My favorite food scrambled eggs.
	4. When you cook scrambled eggs, you
	eggs, butter, and a little salt.
	5. You can onions or green peppers in
	egg dishes if you like vegetables.
	6. The truth is that the exact list of
	ingredients is up to you.
	7. Another one of my favorite breakfast dishes is pancakes.
	8. Cooking pancakes a little more difficult than cooking eggs.
	9. If you want to make great pancakes, consult a cookbook for a variety
	of delicious recipes.
	10. Write an original sentence about cooking breakfast. Underline the subject once and
	the verb twice.
Exercise 6	Boad the centences shout British Columbia Drow one line under the subjects and two lines
ryelcize o	Read the sentences about British Columbia. Draw one line under the subjects and two lines under the verbs. If a sentence does not have a subject and a verb, write <i>fragment</i> on the
	line to the left. Then add a subject or a verb that makes sense. Be sure to add your new verb in the correct place. The first one has been done for you.
	1. Where is British
	2. How much information British
	do you know about this
	great Canadian province?
	3. The province of British
	Columbia is located in the western part of Canada.
	4. The Pacific Ocean is to the west of British Columbia, and the
	province of Alberta to the east.

	S. The U.S. state of Washington lies to the south, and the Yukon
	Territory and the Northwest Territories are to the north.
	6. This province of Canada features some of the most beautiful natural
	scenery in the world.
	7. For example, are mountains and lakes with beautiful green forests.
	8. Approximately 4,100,000 people in British Columbia.
	9. Victoria is the capital of British Columbia.
	10. Many people in British Columbia because the weather is mild.
	11. Unlike the rest of Canada, British Columbia mild weather.
	12. Write an original sentence about British Columbia. Underline the subject once and the verb twice.
Exercise 7	Choose a topic that you like. Then write six sentences about that topic. Draw two lines under the verbs in your sentences.
	Topic:
	1
	2
	3
	4
	5
	6

1.2 Nouns A **noun** is the name of a person, place, thing, or quality. Mrs. Smith, the doctor, the boys person: place: Cairo, a hotel, a soccer stadium thing: chocolate ice cream, my car, a small radio quality: honesty, patience, love A proper noun is the name of a specific person, place, or thing. A proper noun begins with a capital letter. Mrs. Smith, Bill Clinton, Indira Gandhi person: Cairo, the Hilton Hotel, British Columbia place: thing: Pepsi-Cola, United Airlines, Toyota

Exercise 8 Read the sentences about what my family does every summer. Circle the nouns. Hint: The number in parentheses tells you the number of nouns in each sentence. The first one has been done for you.

- 1. (3) Summer is my favorite season of the year.
- 2. (5) The reason that I like summer is that my family travels to Peru every summer.
- (5) In this picture, you can see my wife, my two children, and our new cat next to our new house.
- 4. (5) We took this picture in 2006 just before we went to the airport to catch our flight to Peru.
- 5. (3) When we go to Peru, we stay at my grandparents' house outside Lima.
- (6) My grandmother, grandfather, and aunt live in a large house near a park with a very small lake.
- 7. (8) When my family arrives at my grandparents' house, all the people in the house (including my grandparents and any neighbors who are there) run out to greet us with kisses and hugs.
- 8. (5) One thing that I really like about our visit is that my grandmother cooks chicken with vegetables.
- 9. (3) My mom tries to cook this same dish, but it never has the same taste.
- 10. (3) The only bad part about our trip is that we only stay for two weeks, which seems very short to me.

Exercise 9	done for you.							
	1. Biology is my favorite school subject.							
	2. I think that the best season of the year is							
	3. If I could visit any country in the world, I would like to visit							
	4. My favorite restaurant is							
	5 is my favorite color.							
	6. My favorite food is							
	7. Of all my relatives, is my favorite relative.							
0	8. The person who has had the most influence on my life is							
•	When you use the word <i>because</i> to explain a reason, your sentence needs two subjects and two verbs.							
	$\frac{1}{1} \frac{\underline{am}}{1}$ hungry now because $\frac{1}{2} \frac{\underline{ate}}{2}$ only an apple for lunch.							
	A common mistake is to forget either the subject or the verb after <i>because</i> .							
	Incorrect: No subject: Bolivia does not have a seafood industry because does not have a coastline.							
	Incorrect: No verb: The $\underline{\text{air}}$ in Mexico City $\underline{\underline{\text{is}}}$ polluted because there too many $\underline{\text{cars}}$.							
Exercise 10	Below are the first four sentences from Exercise 9. Complete each sentence with a reason beginning with the word <i>because</i> . Make sure that you have a subject and a verb after the word <i>because</i> . The first one has been done for you.							
	1. Biology is my favorite school subject because enjoy nature.							
	2. I think that the best season of the year is because							
	3. If I could visit any country in the world, I would like to visit							
	because							
	4. My favorite restaurant isbecause							

Exercise 11	Choose a topic that you like. (If you want, use a topic from Exercise 10.) Then write six
	sentences about that topic. Circle the nouns in your sentences. Use because in one or two
	of your sentences.

Topic:		
1		
2	 <u> </u>	
3		
4		
5		
6		

A pronoun is a word that can replace or substitute for a noun. nouns: Karla drinks black coffee every morning. pronouns: She drinks it every morning. (She = Karla; it = black coffee) nouns: My uncle buys magazines every week. pronouns: He buys them every week. (He = My uncle; them = magazines)

Exercise 12 Read the paragraph about a difficult decision. Write N for noun or P for pronoun to indicate the part of speech of each underlined word. The first one has been done for you.

A Difficult Decision N Kevin and Silvia Johnson have a problem. They want to select a pet for their son 2 Michael. He is only seven years old. Kevin thinks that the best pet for Michael is a cat. Kevin thinks cats are good animals because they are clean. Silvia does not agree with 10 11 12 him. She knows that Michael really likes dogs. Silvia prefers them to cats because they 13 14 15 16 17 are more emotional than cats. Both Kevin and Silvia have a difficult decision to make. 18

1.3.1	Kinds of Pro	nou	ns					
	Two kinds of pro before the verb.	nouns	are impo	ortant:	subject	and	object. S	Subject pronouns usually come
	Subject:	1	you	he	she	it	we	they
		Yest	erday <u>I</u> c	alled h	im.			
		Toda	ay <u>he</u> ca	lled me	е.			
	Object pronouns	come	after the	verb.				
	Object:	me	you	him	her		it us	them
		Yeste	erday he	called	me.			
		Toda	y I called	d him.				

Object pronouns also come after prepositions.

Joy gave the books to him yesterday.

Is this gift for me?

Do they have their books with them now?

Exercise 13 Write a noun in the first sentence. Then use a pronoun in a second sentence to refer to that noun. Circle the pronoun. The first one has been done for you.

Nouns and Pronouns

1.	1. Today is my birthday (It) is my favorite day of the year.
	2. The capital of Japan is	
3.	3. My mother's name is	
4.	4. My name is	
5.	5. My friend's name is	
6.	6. My best friend and I like	

1.4 Prepositions

A **preposition** is a word that shows the relationship between a noun (or pronoun) and the rest of the sentence.

Common Prepositions

about	at	for	near	on	until
above	before	from	next to	to	with
after	by	in	of	under	without

Prepositions have many purposes, but they often give us information about place, time, and direction.

place:	in the classroom	on the table	near the bank
	under the car	at the hotel	next to my car
time:	in the morning	in March	in 1985
	in ten minutes	for ten minutes	at 9:45
	on Monday	from noon	until midnight
direction:	to the bank	from the bank	

The combination of a preposition with its object (and any modifiers or describing words) is called a **prepositional phrase**.

preposition + modifier(s) + object = prepositional phrase
in that classroom = in that classroom
under our old red sofa = under our old red sofa
on the second floor = on the second floor

Exercise 14 Read the paragraph about a family trip. Circle the fifteen prepositions. Underline the object of each preposition. The first one has been done for you.

My Family Trip to South America

In 2005, my family took a trip to South America. First, we visited Colombia.

We stayed in a nice hotel in Bogota. Our hotel was near a great museum. Next, we traveled from Colombia to Peru. In Peru, we went to Machu Pichu. It was amazing!

After Peru, we went to Argentina. I bought some great t-shirts at a small shop by the Presidential Palace. I had a great time with my family in South America.

Exercise 15	Answer these questions with true answers about your situation. Answer in complete
	sentences. Circle the prepositions and underline the object of each preposition.

1.	Where were you born?
2.	Where do you live?
3.	Where do you work?
4.	Do you live with your family? (If yes, name the family members. If no, write a negative
	sentence.)
5.	What food can you cook or make by yourself?
6.	What kind of music do you listen to?
	P

1.5 Adjectives

An adjective is a word that describes a noun or pronoun.

adjectives: good, delicious, happy, interesting, important, serious, green, cold,

many, Mexican, French, English, Chinese, difficult, clean, six

Adjectives answer the questions "Which?" "How many?" "What kind?" For example, this sentence has three adjectives:

My white cat sometimes eats two pieces of fried chicken.

Which cat? How many pieces? What kind of chicken?

In English, adjectives can come after be or before nouns.

after be: Canada is big.

BE ADJ

before noun: Canada is a big country.

ADJ NOUN

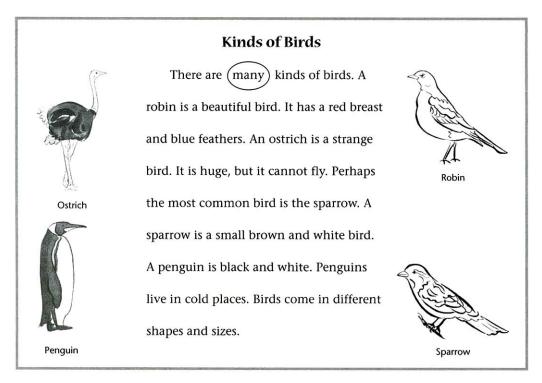
after be: Elvis Presley was very popular.

ADI

before noun: Elvis Presley was a very popular singer.

ADJ NOUN

Exercise 16 Read the paragraph about birds. Circle the fourteen adjectives. The first one has been done for you.



Exercise 17 Read these sentences about animals. Fill in each blank with any adjective that completes the sentence. The first one has been done for you.

1.	Cats are secretive animals.
2.	Most dogs are very
3.	I do not like spiders because they are
4.	My favorite zoo animal is a giraffe because it is
5.	Some people dislike cats because they are sometimes
6.	My neighbor says that fish are the best pets because they are always
	
7.	I could never keep a horse as a pet because horses are too
8.	I know people who have pet rabbits because they believe that rabbits are
	

1.6	Adverbs				
	An adverb is a word that describes (modifies) a verb, an adjective, or another adverb. Adverbs tell how (manner), when, where, how often, and how much.				
	how:	Ostriches can run quickly .			
	when:	We saw an ostrich yesterday .			
	where:	Ostriches don't live in Canada. They can't live there because it is cold.			
	how often:	Ostriches have wings, but they never fly.			
	how much:	Ostriches can run extremely quickly.			
Exercise 18	1. Driving on the 1. 2. People drive inc. 3. I usually 4. I saw three	about driving. Write <i>yes</i> or <i>no</i> after each underlined word to indicate the first one has been done for you. Inighway can be very yes dangerous no the highway. In try to avoid the highway. In accidents on the highway. In that I will see another accident tomorrow no tomorrow.			
Exercise 19	about that topic. Cinhas not been used in Topic:				
	(well) 4				

(carefully)	i. :
()	5

1.7 Conjunctions

A **conjunction** is a word that connects parts of a sentence together.

In the middle of a sentence: and, but, or, so

Central America includes Nicaragua, Guatemala, and Honduras.

At this school, students can study Japanese or Chinese.

He travels for his job, so he is often out of town.

In the middle OR at the beginning: because, although, when, before, after

He speaks Spanish because he is from Mexico.

Because he is from Mexico, he speaks Spanish.

The car had problems before I bought it.

Before I bought the car, it had problems.

Exercise 20 Read the paragraph about a very famous person. Circle the twelve conjunctions. The first one has been done for you.

Lady Diana Spencer

I think one of the most important people in modern history is Princess Diana. Her full title was Lady Diana Frances Spencer. She was born in 1961. On July 29, 1981, she married Prince Charles when she was only 20 years old. Diana and Charles had two children, William and Harry. Because their marriage was not successful, she and Charles divorced in 1996. After Diana was divorced, she continued to work for several important charities and causes. Diana was very popular, so the paparazzi* tried to take pictures of her and her children all the time. In 1997, Diana was killed when her car crashed. Although Diana died in 1997, her memory continues to live because she was popular with so many people.

^{*}paparazzi: news people, press photographers

1.8	Word Forms

Sometimes you can look at a word and guess its part of speech. For example, if a word ends in -tion or -ation, it is probably a noun.

- (a) The teacher's selection of the questions is usually good.
- (b) The action of the police was very rapid.
- (c) The teacher will give us an examination tomorrow.

If you want to use these three words as verbs instead of nouns, you must change the word form. The verb forms are select, act, and examine.

Incorrect:

(d) The teacher selections good questions.

Correct:

(e) The teacher selects good questions.

Why is (d) wrong? Why is (e) correct?

The answer is that you must use a verb form, not a noun form.

Here are four examples of useful word formation patterns:

verb +
$$-(a)tion \rightarrow noun$$

select → selection

verb + -able
$$\rightarrow$$
 adjective

chew → chewable

verb + -ment
$$\rightarrow$$
 noun

announce → announcement

adjective
$$+ -ly \rightarrow$$
 adverb

slow → slowly

Exercise 21 Fill in the correct word form. The first one has been done for you.

verb + $-(a)tion \rightarrow noun$

election

2. distribute

varv

4. complete

5. hesitate

6. collect

verb + -able → adjective

7. drink

8. enjoy

9. like

10. predict

11. suit		
12. accept		
verb + -men	$t \rightarrow noun$	
13. enjoy		
14. require		
15. agree		
16. move		
17. state		
18. improve		
adjective +	-ly → adverb	
19. quick		
20. careful		
21. cheap		
22. beautiful		
23. possible		
24. probable		
		eech. If the underlined word is the incorrect ed word is correct, write C above. There are
1. An importar	nt part of <u>communication</u> is th	ne ability to make a public speech.
2. The first task	k for public speakers is the sele	ect of the topic of their speech.
3. After they se	election the topic, they must b	rainstorm ideas for the content of the speech.
4. When speak	ers identify ideas that are not	important to the topic, they eliminate them.
5. When all of	the speakers' ideas are on pap	er, they <u>organization</u> them.

Exercise 22

- 6. One way that speakers organize their ideas is from least important to most important.
- 7. If you want to prepare a public speech but need some help in the process, perhaps a skillful public speaker can <u>demonstration</u> this for you.
- 8. In the end, you too can enjoy speaking in public.

GUIDED WRITING

- **Exercise 23** Read the paragraph. Then rewrite it by making the ten changes listed. Careful! You may have to make other changes.
 - 1. Change English to French.
 - 2. Change vocabulary to words and make necessary changes.
 - 3. Add incredibly before difficult for me to pronounce.
 - 4. Add a lot of before problems with the sounds of B and V.
 - 5. Change B and V to R and make necessary changes.
 - 6. Connect the last two sentences with and. (Be sure to add the correct punctuation.)
 - 7. Add in two areas to the first sentence in the most logical place.
 - 8. Begin the eighth sentence with the word most.
 - 9. Change the phrase make my English better to achieve this important goal. (The reason for making this change is that achieve and goal sound better than the simple phrase make my English better.)
 - 10. Begin one of your sentences with the phrase for example.

Improving My English

I think my English is all right, but I want to improve my skills. For instance, my reading skills are weak. I don't know much sophisticated vocabulary, and long sentences are difficult for me to understand. In particular, I have serious problems with idioms. In addition to reading, I know that I need to improve my speaking skills. Some sounds in English are difficult for me to pronounce. I have problems with the sounds of B and V. People can understand what I am trying to say, but I can sense confusion in their voices when I answer the telephone. They say that the first

(continued)

step in solving a	problem is to recognize that you have a problem. I accept that I
need to improve	my English. I am ready to work hard to make my English better.
recu to improve	

CHAPTER QUIZ

E	A D	. 1 C	C' 1 1	1 - 11	correct answer
B. A. STR. B. S. ST. T. T.	VAL DOM	r i' Nynthacic	I Ircia Ina	IDITOR OF THE	COTTACT SHOWER

1.	Wh	en I was in high school, my favorite class		·
	A.	is American history	C.	is history American
	B.	was American history	D.	was history American
2.	Nex	at year is our big vacation! My husband an	d I v	vill be at
	A.	the Hotel	C.	four days in march
	В.	the Hilton	D.	four days in March

3	. No	one in my family is interested in	_, so	we never talk about it.
	A.	politic	C.	political
	B.	politics	D.	politician
4		in Minnesota are so cold, some reti	red p	eople go to Florida from January to
	Ma	rch.		
	A.	Because winters	C.	Winters
	B.	Because winter	D.	Winter
5	Sus	san to buy a hammer and some	nails.	
	A.	went the hardware store yesterday	C.	yesterday went to the hardware store
	B.	yesterday to the hardware store went	D.	went to the hardware store yesterday
6	. I lil	ke your idea of buying an extra key for th	e fror	nt door with you about this.
	A.	I am agreement	C.	I agree
	В.	Because I am agreement	D.	Because I agree
	. You	er of the error and correct it in the space a are going to go to San <u>Diego next</u> week, A take a trip somewhere.	and I	go to Houston. Both of us are going
	10	D somewhere.		
8	Му	friend <u>and I</u> bought an apartment <u>in Key</u>	_	
	on	January	3	С
Q	Lre	D cally need a vacation from my job and my	z class	es. I need to clear my mind of all
,		АВ	Class	C C C
	my	problem		
10.	The	e doctor gave <u>some chocolate</u> to the <u>two s</u>	small	children in her office, and after
	tha	A I It, were really quiet because they were eat	3 ing it	
	tild	C D	ilig it	
l 0	R	IGINAL WRITING		

Exercise 25 On a separate sheet of paper, write an original paragraph (eight to twelve sentences) about a teacher that you know. We recommend that you double-space your writing to allow for teacher and peer editing and revisions.

> In your writing, be sure to discuss why you chose this teacher. What good (or bad) qualities does the person possess? Give specific examples.

Focus on the correct use of the parts of speech, especially adjectives and verbs. Underline the verb(s) in each sentence.



Review of Verbs

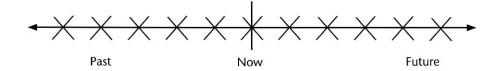
In this chapter, you will review some of the most frequently used verb tenses in English.

2.1 Six Common Tenses in English

English has twelve verb tenses. In this chapter, you will review the six most frequently used verb tenses: simple present, present progressive, simple past, past progressive, present perfect, and simple future.

		Regular Verbs	Irregular Verbs
2.2	Simple present	I walk	l eat
2.3	Present progressive	l am walking	I am eating
2.4	Simple past	I walked	l ate
2.5	Past progressive	I was walking	I was eating
2.6	Present perfect	I have walked	I have eaten
2.7	Simple future	l will walk	I will eat
		I am going to walk	I am going to eat

2.2 Simple Present Tense



Form for Regular Verbs

Base verb or verb + -s

Singular	Plural
l walk	we walk
you walk	you walk
he / she / it walks	they walk

Remember: The verb to be is irregular:

Singular	Plural
l am	we are
you are	you are
he / she / it is	they are



1. If a verb ends in -o, add -es:

I go, he goes; I do, she does

2. If a verb ends in consonant + -y, change -y to -i and add -es:

I try, he tries; I play, she plays

3. The form of have with he / she / it is has, not haves.

Negative Form

To form the negative of most verbs in English, you add the helping verb *do / does* plus the negative marker *not*.

Remember: Helping verbs are needed for the negative form.

Singular	Plural
l do not walk	We do not walk
You do not walk	You do not walk
He / She / It does not walk	They do not walk

(The contractions don't for do + not and doesn't for does + not are not usually used in academic writing.)

When you use *does*, do not add -s to the base form of the verb.

Incorrect: Mexico does not produces much rice.

Correct: Mexico does not produce much rice.

Do not use *be* with the base form of the verb. Use *do / does* with the base form of the verb.

Incorrect: April is not have 31 days.

Correct: April does not have 31 days.

Question Form

To form a question, add the helping verb do / does to the beginning of the sentence:

Singular Plural

Do I walk? Do we walk?

Do you walk? Do you walk?

Does he / she / it walk? Do they walk?

When you use *does*, do not add -s to the base form of the verb.

Incorrect: Does Mexico produces much rice?

Correct: Does Mexico produce much rice?

Do not use *be* with the base form of the verb. Use *do / does* with the base form of the verb.

Incorrect: 4s April have 31 days?

Correct: Does April have 31 days?

Uses of the Simple Present

1. For facts that are not limited to a specific time; for general truths

The President of the United States lives in the White House.

2. For a repeated, habitual, or usual action

I drive to work at 7:00 a.m. every morning. I do not take the bus.

3. For information from a book, a poem, research, or other work (This is often called the literary present.)

In the short story "The Necklace," Madame Loisel **dreams** of having a high-class lifestyle. She **does not feel** satisfied with her current life.

4. For the immediate future

The movie starts in ten minutes.

Exercise 1 Fill in the correct forms of these verbs in the present tense. The first one has been done for you.

WRITE			
Affirmative	Negative	Question	
ı_write	do not write	Do write	?
You	You	you	?
He	He	he	?
She	She	she	? (continued)

WRITE			
Affirmative	Negative	Question	
lt	lt	it	?
We	We	we	?
You	You	you	?
They	They	they	?

TAKE			
Affirmative	Negative	Question	
1	I	1?	
You	You	you?	
He	He	he?	
She	She	she?	
It	lt	it?	
We	We	we?	
You	You	you?	
They	They	they?	

HAVE			
Affirmative	Negative	Question	
	1	1?	0
You	You	you?	U)
He	He	he?	Ü
She	She	she?	
lt	It	it?	12
We	We	we?	()
You	You	you?	E.
They	They	they?	

	DO		
Affirmative	Negative	Question	
1	Ī		?
You	You	you	?
He	He	he	?
She	She	she	?
lt	lt	it	?
We	We	we	?
You	You	you	?
They	They	they	?

Exercise 2 Read the paragraph. Draw two lines under each simple present tense verb. There are twenty-five. The first one has been done for you.

A Typical College Weekday

Julian Wilson, a college student, <u>lives</u> with his sister, Joanne, in Austin, Texas. His classes start at 8:00 a.m., so he wakes up very early. Julian takes a shower and brushes his teeth, and then he puts on his school clothes. Julian has breakfast with his sister, and they talk about their day. After breakfast, Joanne usually drives Julian to the college because Julian does not know how to drive Joanne's car. He has classes all morning and then meets his friends for lunch. Sometimes he and his friends eat lunch in the cafeteria, but most of the time they go to a café off campus. Julian does not have any classes after lunch, so he takes the bus home at 2:00 p.m. After that, he does his homework and waits for his sister. Joanne is a great cook, and Julian usually helps her in the kitchen. After dinner, he washes the dishes, and they watch TV for an hour or so. Julian almost always checks his e-mail before bed. That is Julian's schedule on weekdays. Of course his weekends are a little different.

Exercise 3 Write two sentences for each of the four uses of the simple present tense. The first one has been done for you. Use at least one negative form.

Use 1: Facts and General Truths

Sentence1: Brazilians speak Portuguese.

Sentence 2:

Use 2: Repeated or Usual Action

Sentence 1:

Sentence 2: _____

Use 3: Literary Present

Sentence 1:

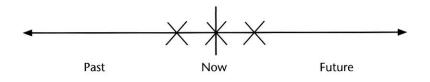
Sentence 2:

Use 4: Immediate Future

Sentence 1:

Sentence 2:

2.3 Present Progressive Tense



Present Progressive Form

Singular | Plural

I am walking

You are walking

He / She / It is walking

We are walking

You are walking

They are walking

Spelling the -ing form: If a verb ends in consonant + vowel + consonant (CVC), double the last consonant before adding -ing:

 $sit \rightarrow sitting$ $clap \rightarrow clapping$ begin $\rightarrow beginning$

If a verb has two syllables and ends in CVC, double the last consonant if the stress is on the second syllable. Compare these two-syllable verbs:

1 2 1 2 o pen \rightarrow opening be gin \rightarrow beginning

We stress open on the first syllable, so we only add -ing.

We stress *begin* on the second syllable, so we double the *n* before adding *-ing* in *beginning*.

If a verb ends in consonant + -e, drop the -e and add -ing:

hope \rightarrow hoping write \rightarrow writing produce \rightarrow producing

Uses of the Present Progressive

1. For a temporary action that is happening at this moment and will have a definite end For this type of temporary action, writers often use adverbs such as *now*, *right now*, *currently*, and *at this moment*.

The children are playing in the park right now. Their mother is watching them.

2. For a longer action that is happening at a particular time

For this type of longer action, writers often use adverbs such as this month, today, and this year.

Bobbie is studying for his final exams this month.

3. For an event in the near future (used with a time phrase to indicate future)

I am leaving for France next week.

When a verb does not express an action, it is usually not used in a progressive form. Common non-action verbs include *own*, *possess*, *have*, *be*, *prefer*, *like*, *love*, *want*, *need*, *desire*, *taste*, *smell*, *think*, and *feel*.

Incorrect: Most people are preferring the color silver for cars.

Correct: Most people **prefer** the color silver for cars.

Sometimes a verb can have both an action meaning and a non-action meaning.

Non-action: I have a dictionary and a magazine with me now.

Action: I am having a hard time in my chemistry class now.

Exercise 4 Fill in the correct forms of these verbs in present progressive tense. The first one has been done for you.

WRITE			
Affirmative	Negative	Question	_
ı <u>am writing</u>	am not writing	AmIwriting?	
You	You	you?	
He	He	he?	
She	She	she?	
lt	It	it?	
We	We	we?	
You	You	you?	
They	They	they?	

STOP (a verb showing other specified spelling pattern)		
Affirmative	Negative	Question
1	1	1?
You	You	you?
He	He	he?
She	She	she?
lt	It	it?
We	We	we?
You	You	you?
They	They	they?

Exercise 5 Read the sentences about Canada and notice the underlined verbs. Write A, B, or AB to show which examples are correct. The first one has been done for you.



AB 1. Canada exports wheat. Canada is exporting more wheat this year. — 2. Canada has ten provinces. Canada is having ten provinces. — 3. All Canadian citizens vote secretly. All Canadian citizens are voting today. 4. All citizens possess special rights. All citizens are possessing special rights. The Canadian flag is having a maple leaf. ---- 5. The Canadian flag has a maple leaf. The Canadian tourism industry is having — 6. Niagara Falls, Canada, has many tourists. problems. --- 7. Many tourists think that Niagara Many tourists are thinking that Niagara Falls is beautiful. Falls is beautiful. — 8. We think about Canada a lot. We are thinking about going to Canada next week.

Exercise 6 Read the verbs in the box. In the spaces provided, write four sentences describing what you are doing *right now*. Use the present progressive form of the verbs in the box. The first one has been done for you.

Right now I am looking at this exercise.

В

	4
	5
Exercise 7	Read the sentences about Daunte's hobbies. Change the verbs from simple present to present progressive. Add the phrases in parentheses to your new sentences. In some cases, you need to substitute the new time phrase for the time phrase that is in the original sentence. The first one has been done for you.
	1. My best friend Daunte works at a local bank. (this year) My best friend Daunte is working
	at a local bank this year.
	2. Daunte lives with his cousin. (this semester)
	3. They take a photography class together on Thursday nights. (next Thursday night)
	4. Daunte throws great parties at his house on weekends. (on Sunday)
	5. He often reads detective novels. (these days)
	6. He goes to a hockey game every Saturday night. (tonight)

Exercise 8 Read the paragraph about our new pet. There are six mistakes in verb tense (present or present progressive). Find and correct the errors.

My Puppy

Our new puppy Lucky keeps the entire family very busy. Everyone in the family is having his or her own responsibility with the puppy. My mother's job is to feed Lucky. This is not an easy job because Lucky eats a lot. In fact, Mom feeds him right now. My dad's job is to walk Lucky. Dad is taking Lucky for a walk around the block

(continued)

every evening. Lucky has short legs, so he does not walk very fast. We have to be patient with Lucky because he is very curious and is stopping every ten seconds to smell something. My job is to give Lucky a bath. This is probably the most difficult job of all. Believe me, Lucky is not liking bath time. When he hears the water running in the bathtub, he runs away. Actually, I fill the bathtub up with water right this minute. Hey! Where is Lucky?

2.4 Simple Past Tense



Form for Regular Verbs

verb + -ed

I worked at the restaurant.

Spelling the *-ed* **form:** If a verb ends in consonant + vowel + consonant, double the last consonant before adding *-ed:*

 $tip \rightarrow tipped$ $clap \rightarrow clapped$ $rob \rightarrow robbed$

If a verb ends in consonant + -e, drop the -e and add -ed:

name \rightarrow named create \rightarrow created produce \rightarrow produced

If a verb ends in consonant +-y, change the -y to -i and add -ed:

carry \rightarrow carried cry \rightarrow cried marry \rightarrow married

Form for Irregular Verbs

Irregular past tense verbs have different forms that you have to learn. There are about 140 irregular verbs in English, but only half of these are very common. Here is a list of some of the most commonly used irregular past tense forms.

base verb	past tense
be	was / were
do	did
drink	drank
drive	drove
eat	ate
feel	felt
find	found
get	got
give	gave
qo	went

base verb	past tense
have	had
know	knew
leave	left
make	made
meet	met
put	put
read	read
say	said
speak	spoke
take	took

Negative Form

In the negative, add the helping verb *did* plus the negative marker *not*.

Singular	Plural
l did not walk	We did not walk
You did not walk	You did not walk
He / She / It did not walk	They did not walk

(The contraction didn't for did + not is not usually used in academic writing.) With did, use the base form of the verb, not a past tense form.

Incorrect: Mexico (did) not produce(d) much oil before 1960.

Correct: Mexico did not produce much oil before 1960.

Incorrect: The runner from France (did) not (took) the first prize.

Correct: The runner from France did not take the first prize.

Do not confuse the verb to be with the helping verb did.

Incorrect: Germany was not win many silver medals.

Question Form

Correct:

To form a question, add the helping verb *did* to the beginning of the sentence:

Germany did not win many silver medals.

Singular Plural

Did I walk? Did we walk?

Did you walk? Did you walk?

Did he / she / it walk? Did they walk?

With did, use the base form of the verb, not the past tense form.

Incorrect: (Did) Mexico produce (d) fifty million tons of rice in 2000?

Correct: Did Mexico produce fifty million tons of rice in 2000?

Uses of the Simple Past

- For an action or condition that was completed in the past People discovered gold in California in 1848.
- 2. For a series of finished actions

Texas **became** a state in 1845, and California **joined** the United States in 1850.

Exercise 9 Fill in the correct forms of these verbs in simple past tense. The first one has been done for you.

WORK		
Affirmative	Negative	Question
worked	_did not work	DidIwork?
You	You	you?
He	He	he?
She	She	she?
It	lt	it?
We	We	we?
You	You	you?
They	They	they?

REPLY (verb with different spelling pattern)			
Affirmative	Negative	Question	
1		11	?
You	You	you	?
He	He	he	?
She	She	she	?
It	lt	it	? (continued)

REPLY (verb with different spelling pattern)			
Affirmative	Negative	Question	
We	We	we	?
You	You	you	?
They	They	they	?

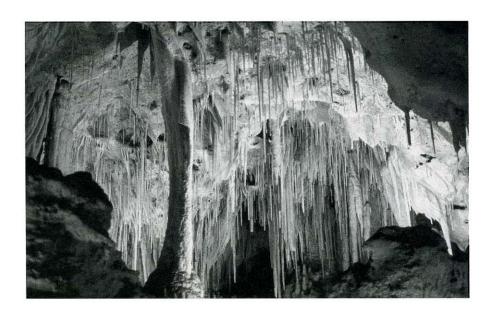
HAVE (irregular verb)			
Affirmative	Negative		
1	l	1?	
You	You	you?	
He	He	he?	
She	She	she?	
lt	lt	it?	
We	We	we?	
You	You	you?	
They	They	they?	

DO (irregular verb)						
Affirmative Negative Question						
1	L	1?				
You	You	you?				
He	He	he?				
She	She	she?				
It	It	it?				
We	We	we?				
You	You	you?				
They	They	they?				

Exercise 10 The following paragraph is similar to the paragraph in Exercise 2, page 27. However, this paragraph is in the past tense. Read the paragraph and fill in the missing past tense verbs (both regular and irregular). If you need help choosing a verb, refer to the original paragraph on page 27. The first one has been done for you.

Memories of College Life	
Julian Wilson, who was a college student,	d with his
sister, Joanne, in Austin, Texas, for four years. His classes	2
at 8:00 a.m., so he woke up very early. Julian	a shower
and his teeth, and then he	on
his school clothes. Julian breakfast to 6	with his sister, and
they about their day. After breakfast	, Joanne usually
Julian to the college in her car. He _	9
classes all morning. After that, he h	is friends for lunch.
Sometimes they lunch in the cafete	ria, but most of the
time they to a café off campus. At 4	:00 p.m., Julian
to the library, and he13 14	for his sister
to pick him up. Joanne is a great cook, and Julian usually _	15
her in the kitchen. After dinner, he	the dishes, and they
TV for an hour or so. Both Julian ar	nd Joanne normally
to sleep around 11:00 p.m. That	19
Julian's systematic schedule during college.	

Exercise 11 Read the sentences about a vacation in New Mexico. Write the correct past tense form of the verbs in parentheses. The first one has been done for you.



1.	I (take)took	my favorite vacation in the summer of 2003.
2.	I (go)	with my family to Carlsbad Caverns in Carlsbad,
	New Mexico.	
3.	The vacation (last)	for three weeks. Imagine! I (do, neg)
		any work for 21 days!
4.	We (drive)	from Florida to New Mexico and (stay)
		in hotels for the entire trip.
5.	My parents (be)	in one room, and my brothers and I (sleep)
		in another room.
6.	When we (get)	to the Caverns, we (see)
		many incredible rock formations.
7.	I (feel)	so sad when it (be) time to
	go home.	
8.	I (want, neg)	to leave.
9.	It (be)	incredible!
10.	We (have)	a great time.

Exercise 12 Write five sentences about your favorite vacation. Use the simple past tense.

1. _____

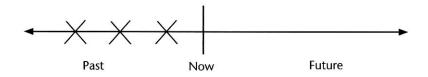
2. _____

3. _____

4. _____

5. _____

2.5 Past Progressive Tense



Form for Regular Verbs

was / were + verb + -ing

I was working.

Negative Form

Use *not* after *was* or *were*. The contractions *wasn't* for *was not* and *weren't* for *were not* are not common in academic writing.

Colombia played a friendly soccer match against France last week. After ten minutes of play, it was clear that France was not playing well.

When I checked the score after halftime, the Colombian fans were not cheering anymore. The French scored two goals in the first half of the game.

Question Form

To make a question, invert the subject and the form of be.

[It was raining] **Was** it **raining** very hard when Flight 822 made an emergency landing?

[Other planes were flying] **Were** any other planes **flying** near Flight 822 at that time?

Uses of the Past Progressive

- 1. For an action in the past that was interrupted
 - We were working in the backyard when the dark clouds appeared.
- 2. For an action that was happening at a specific time
 - At 6:00 p.m. last night, we were working in the backyard.
- 3. For background or atmosphere information when you are describing a scene or telling a story

When I walked into the classroom, I immediately became worried. The professor was writing tiny lecture notes on the blackboard, some students were napping in their chairs, and the class syllabus, which was at least 10 pages long, was lying on everyone's desk.

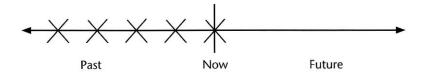
Exercise 13 Fill in the correct forms of these verbs in past progressive tense. The first one has been done for you.

TAKE					
Affirmative	Negative	Question			
was taking	was not taking	Was	taking	.?	
You	You		you	.?	
He	He		he	.?	
She	She		she	.?	
lt	It		it	.?	
We	We	,	we	.?	
You	You		you	.?	
They	They		they	.?	

DO				
Affirmative	Negative	Question		
1	1	ī	?	
You	You	you	?	
He	He	he	?	
She	She	she	? (continued)	

			Ю	
	Affirmative	Negative	Question	
	lt	It	it	
	We	We	we	
	You	You	you	
	They	They	they	
	The first one has be 1. I tried to find y computer lab. 2. I waited for yo 3. I tried to call y 4. Then I called y 5. After that I dro	you last night. What were u at the library for three hour cell phone at least the your home phone, but it were	you doing? was writing an essa nours last night. What were you ree times. Was your cell phone was busy. Who were you talking	doing? vorking? _
6. I drove by your house again later that night and saw there was a light on inside the house. Were you watching TV? What were you watching?				
			r door, but you didn't answer. W	

2.6 Present Perfect Tense



Form for Regular Verbs

have / has + past participle (See Notes on the Past Participle section that follows.)

I have worked.

Negative Form

The negative of *have* in present perfect is *have not / has not*. The contractions *haven't* for *have not* and *hasn't* for *has not* are not common in academic writing.

Singular	Plural
I have not walked	We have not walked
You have not walked	You have not walked
He / She / It has not walked	They have not walked

Sentences containing the verb *have* as the main verb may look odd in the present perfect. However, this construction is correct.

I have had many great cups of espresso since I arrived here in Italy.

Uses of the Present Perfect

1. For an action that started in the past and continues in the present (This particular use often includes the phrases "since + a specific time" or "for + length of time")

California has been a state since 1850.

California has been a state for more than 150 years.

2. For an action that has just been completed (often using just)

We have just finished working.

3. For a past action that still has an effect on the present

The company **lost** revenue, so management **has fired** many employees.

4. For an action that happened several times (no specific past time) and may happen again (indefinite past)

We have eaten at that restaurant five times.

5. For an action that happened in the past, but the time or frequency of the action is not important (often used with *ever* or *never*) (indefinite past)

Julia has never visited Las Vegas, but she would like to.

Have you ever driven an Italian sports car?

Notes on the Past Participle

Regular Verbs: The past participle of regular verbs is formed exactly like the simple past tense of regular verbs: verb + -ed

Base		Past		Past Participle	
work	\rightarrow	worked	\rightarrow	work ed	
arrive	\rightarrow	arriv ed	\rightarrow	arriv ed	
study	\rightarrow	stud ied	\rightarrow	studi ed	

Irregular Verbs: Common ways of forming the past participle of irregular verbs are -*en* and -*ne*. Some irregular verbs have vowel changes $(i \rightarrow a \rightarrow u)$. Other verbs keep the base form for the past and the past participle.

Base		Past		Past Participle
choose	\rightarrow	chose	\rightarrow	chos en
go	\rightarrow	went	\rightarrow	go ne
sing	\rightarrow	sang	\rightarrow	sung
fly	\rightarrow	flew	\rightarrow	flown
put	\rightarrow	put	\rightarrow	put
tell	\rightarrow	told	\rightarrow	told

Review the forms of these twenty irregular verbs.

Base Verb	Past Tense	Past Participle	Base Verb	Past Tense	Past Participle
be	was / were	been	know	knew	known
become	became	become	leave	left	left
do	did	done	make	made	made
drive	drove	driven	put	put	put
feel	felt	felt	read	read	read
find	found	found	say	said	said
get	got	gotten	see	saw	seen
give	gave	given	speak	spoke	spoken
go	went	gone	take	took	taken
have	had	had	write	wrote	written

Exercise 15 Read the sentences about a trip. Underline the present perfect verbs. The first one has been done for you.

- 1. My best friend from the university has invited me to visit her during spring break.
- 2. She has traveled all over the world.
- 3. I have never been outside my own country.
- 4. In fact, I have never even flown on an airplane before (and I am afraid!).

- 5. My travel agent has already purchased the tickets for me.
- 6. I have not told my friend this yet.
- 7. I have considered just staying home for this vacation.
- 8. Have you ever had this problem?

Exercise 16 Read this paragraph about how to cook one kind of food. There are ten verb tense errors (simple present, present progressive, present perfect, and simple past). Find and correct the errors. The numbers on the left tell you how many errors are in the line.

A Quick Recipe

Cooking a meal for your friends is a great way to show them how much you care.

For anyone who do not, or cannot cook, here is a dish that is simple and tasty and inexpensive to make. I have name this dish "Quick Quesadillas." Believe me, if you can pronounce this word, then you can make this dish. First, you are need to buy a package of tortillas, which is a type of thin round bread that was made of corn or flour. Next, you will need some cheese. Put a pan on the stove and turn the fire up to

medium heat. Spray the pan with light vegetable oil and let the pan heat up. Please

(continued)

1

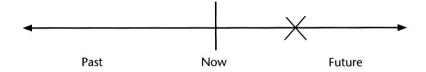
1

1

1

do not use butter. I try that one time. It was a disaster. While the pan is getting hot, grate the cheese. Take a tomato and chop it into little cubes and save it for the end. If you wanting your friends to think that you were a professional chef, add a few leaves of cilantro to the chopped tomato. Once the pan is being hot, lay one tortilla in the pan and sprinkle the cheese on top. Cover the cheese with a second tortilla and push the two tortillas together with a spatula. Wait for the cheese to melt. When this happen, turn the tortillas over and let the other side cook for another minute. Then you are taking the quesadilla out of the pan and cut it into four slices like a little pizza. Add the chopped tomatoes and cilantro on top and serve. Your friends will love it and love you!

2.7 Simple Future Tense



Two Forms for the Future

The future tense takes two general forms:

be going to + verb

1

2

1

1

1

The exam **is going to begin** at noon. and *will* + verb

The exam will begin at noon.

45

Uses of Future Tense

1. For a future plan

I am going to go to the beach next weekend.

I will go to the beach next weekend.

The race is going to be one of the most exciting of the year!

The race will be one of the most exciting of the year!

2. For a prediction

In the next decade, electronics are going to decrease in price.

In the next decade, electronics will decrease in price.

Small pets are going to be much more popular as people move into big cities.

Small pets will be much more popular as people move into big cities.

Exercise 17 Fill in the correct forms of these verbs in future tense. The first one has been done for you.

TAKE (use will)					
Affirmative Negative Question					
will take	ı <u>will not take</u>				
You	You	you?			
He	He	he?			
She	She	she?			
lt	lt	it?			
We	We	we?			
You	You	you			
They	They	they?			

HAVE (use be going to)					
Affirmative	Negative	Question			
am going to have		1	?		
You	You	you	?		
He	He	he	? (continued)		

	Sept Memory Colores	be going to)	
Affirmative	Negative	Question	
ihe	She	she	
t	It	it	?
Ve	We	we	
′ou	You	you	
Гһеу	They	they	
1. I work in a bus	sentences. The first one hy law firm. am going to work in a busy		
	s not finished college yet.		
<u></u>		for to	wo more year
0 11 1 1			wo more year
***************************************	night and day as a lawyer.		
	ls me that		
4. I <u>enjoyed</u> putti	ng dangerous criminals ir	i prison.	
	r,		
5. I make a lot of	money.		
Even better,		ial things that I do not need.	
Even better,	my money on silly mater		
Even better, 6. I do not waste When I am rice	my money on silly mater	ial things that I do not need.	
Even better, 6. I do not waste When I am ric 7. I am quitting r	my money on silly mater	all over the world.	
Even better, 6. I do not waste When I am ric 7. I am quitting r In a few years,	my money on silly mater h, ny job, and I <u>am traveling</u>	ial things that I do not need.	

Exercise 18

Exercise 19 Read this paragraph about a hobby. Circle the correct form of the verbs in parentheses. You will have a choice of using the simple present, present progressive, simple past, present perfect, and future tense. The first one has been done for you.

Reading for Pleasure

It seems that people (were not reading / $\overbrace{\text{are not reading}}$) as many books

nowadays as they used to. Some people claim that this (was happening / is happening) ${f 2}$

because books take too much time to read. It is certainly true that most people simply

(do not have / did not have) much free time anymore. Others say that most of the good $\bf 3$

books have been turned into movies anyway. These people (believe / are believing) that

it is easier to just watch the movie. In addition, there are many new forms of

high-tech entertainment that (were replacing / have replaced) books as the preferred

leisure activity. Cinema, TV, music videos, video games and the Internet are, for young

people of today, what books (are / were) for past generations.

6

■ GUIDED WRITING

- **Exercise 20** Read the paragraph below. Rewrite it by making the five changes listed. Careful! You may have to make other changes.
 - 1. Change next year to last year.
 - 2. Change all of the future verb tenses to past tense.
 - 3. Insert the adverb of time phrase for a day or two after the word there.
 - 4. Combine the information in sentences 7 and 8.
 - 5. Replace the adjective incredible with another adjective.
 - 6. Change every item of food to all the varieties of food.

Alaskan Vacation

Next year I am going to take a cruise to Alaska. It is going to be a magnificent trip.
I will save money from my part-time job as a cashier at the college bookstore. First,
I will fly to Anchorage from Chicago. I am going to stay there to see the local sights.
After that, I will head to the port to board the ship. This particular cruise liner is one
of the largest in the world. It has twelve floors and space for over 3,000 guests. I will
pay extra to get a cabin with a balcony because the views of the glaciers are supposed
to be incredible! Finally, I am going to go on a strict diet at least one month before the
cruise. If nothing else, I want to taste every item of food that I will find on the ship.

CHAPTER QUIZ

Exercise 21 Part 1: Synthesis. Circle the letter of the correct answer.

1.	Wh	en Sammy started his studies at Rice Universi	ty, he	biology as his college
	maj	or.		
	A.	choose	C.	chose
	B.	has chosen	D.	chooses
2.	Exc	use me. I'm looking for Gate 73 you	know v	where Gate 73 is?
	A.	Are	C.	Did
	B.	Do	D.	Were
3.	Му	professor to school by bike. I see her	pedalir	ng down the street
	eve	ry day.		
	A.	come	C.	coming
	B.	is come	D.	comes
4.	Win	nters in Washington, D.C., are not so cold. In	fact, it _	snow very often.
	A.	does not	C.	is not
	B.	do not	D.	not
5.	Wh	en I a child, pizza my favor	ite food	
	A.	was / were	C.	were / is
	B.	was / was	D.	were / was
6.	I	to Germany next year.		
	A.	will going	C.	will
	B.	am going	D.	go
		Error Correction. One of the four underlined		
CIIC	ie u	ne letter of the error and correct it in the space	e provia	ea.
7.	I <u>lo</u>	$\frac{\text{ve going}}{A}$ to the beach. It $\frac{\text{make me}}{B}$ so happy to	o hear <u>th</u>	$\frac{\text{ne ocean}}{C}$ and play in the sand.
8.	Lisa	was only seven years old when she moved to	<u>Canada</u>	a, but she already speak
	Frei	nch fluently because her mother <u>was born</u> in 0	Quebec.	C

Larry not come to class yesterday beca	iuse he <u>had a cold</u>	. I <u>think</u> he	e is feeling	
A	В	C	D	
better today.				
10. We ate and danced too much at my signature.	ster's wedding, bu	t it <u>was</u> a g	reat celebratio	n.
А В		C		
We didn't left until midnight!				
D				

ORIGINAL WRITING

Exercise 22 On a separate sheet of paper, write an original paragraph (five to eight sentences) about your favorite movie.

Discuss when you saw the movie (focus on past tense verbs). Briefly describe the movie's plot, using the present and present progressive tenses. Be sure to explain *why* this movie is special to you. Underline the verb(s) in each sentence.



Nouns and Articles

You learned in Chapter 1 that the verb is the most important word in a sentence (see page 1). The second most important word in a sentence is a **noun**. Along with nouns, you need to learn the choice and placement of **articles**.

3.1 Noun Basics

A **noun** is the name of a person, place, thing, idea, or feeling.

person:

woman

children

Dr. Smith

Mrs. Williams

Delta Airlines

place:

downtown

the beach

Boston

Dallas

thing:

idea / feeling:

a cup honesty a drink friendship Pepsi-Cola happiness

anger

Exercise 1 Read the sentences about Colombia. Fill in the blanks with the correct noun from the box. The first one has been done for you.

Cali	capital	city	country	country
Colombians	language	people	Spanish	Spanish

- 1. Colombia is a <u>country</u> in South America.
- 2. The ______ is Bogota.
- 3. People from Colombia are called ______.
- 4. The official ______ is ______.
- 5. In fact, almost 100 percent of the _____ speak

6. _____ is the second largest _____ in

this ______.



Count Nouns 3.2

Nouns that name things you can count are called count nouns. Count nouns can be singular or plural.

singular:

a pencil

a quiz

my baby

one child

plural:

some pencils

ten quizzes

our babies

many children

3.2.1 **Singular Count Nouns**

All singular count nouns must have an article (a, an, the) or some other determiner before them. (See Sections 3.3 and 3.5 for more about articles.)

determiner without a descriptive adjective with a descriptive adjective articles a black cat a cat possessive my class my worst class demonstrative that book that interesting book number one reason one specific reason

quantifier each problem each serious problem (Note: Determiner is a large category that includes (1) articles: a, an, the; (2) possessive adjectives: my, your, his, her, its, our, their; (3) demonstratives: this, that, these, those;

(4) numbers: one, two, three; (5) quantifiers: each, many, several.)

Do not use a singular count noun without an article or other determiner:

Incorrect: black cat worst class

my worst class

interesting book

an interesting book

reason

the reason

a black cat

In some idiomatic expressions, no article is used:

have dinner in school

Correct:

on vacation

at home

at work

by phone

Exercise 2

Read the paragraphs about English grammar. Underline the singular count nouns and circle their determiners. Paragraph 1 has thirteen singular count nouns, paragraph 2 has thirteen, and paragraph 3 has four. The first sentence has been done for you. (Hint: part of speech is actually a compound noun here; speech is not a separate noun here.)

Parts of Speech

part of speech? English has eight parts of speech. A noun is the What is (a) name of a person, a place, a thing, an idea, or a feeling. Nouns might be the most common part of speech. A verb is a word that expresses an action. Verbs are very important to every sentence.

(continued)

In addition to nouns and verbs, there are pronouns, adjectives, and adverbs.

A pronoun is a word that can replace a noun. Some examples of pronouns are the words *she* and *they*. An adjective describes a noun or a pronoun. Adverbs sometimes end in the letters *-ly*. A good example of an adjective and an adverb is in the phrase *extremely hungry*. In this example, *extremely* is an adverb and *hungry* is an adjective.

The last three parts of speech in this list of eight forms are prepositions, conjunctions, and interjections. Prepositions are small words such as *in*, *at*, and *on*. Conjunctions include *and*, *or*, *but*, and *so*. Interjections are a group of words that express a strong feeling or an emotion. Words such as *oh!* qualify as interjections.

3.2.2 Plural Count Nouns

To make a noun plural, you usually add -s.

book \Rightarrow books eraser \Rightarrow erasers subject \Rightarrow subjects

If a noun ends in -s, -ss, -x, -ch, -sh or -z, we add -es to make the plural form.*

bus → buses kiss → kisses

toolbox → toolboxes

 $swit\underline{ch} \rightarrow switches$ $bu\underline{sh} \rightarrow bushes$

qui<u>z</u> → quizzes

Exercise 3 Write the plural form of each noun to the right of its singular form. The first one has been done for you.

^{*}Exception: when the final -ch sounds like /k/, just add -s. stomach \rightarrow stomachs

	7. monarch
	8. arch
	9. loss
	10. plate
	11. dish
	12. bowl
	13. pan
	14. fox
Exercise 4	A student wrote these sentences about her science class. However, she forgot to use plural nouns. Circle the eight mistakes and write the correct plural above each mistake. Hint: Some sentences have more than one mistake, and some sentences are correct. The first one has been done for you.
	1. My science class meets three day every week.
	2. My science class lasts for two hour.
	3. It begins at 8:00 a.m. and finishes at 10:00 a.m.
	4. The classroom is very large.
	5. The classroom has thirty desk, but there are only twenty-three student in our class.
	6. This means that there are seven place where no one sits.
	7. Dr. Sanders, who is our science professor, is very good, but she is strict.
	8. For example, we have a quiz every Friday.
	9. On last week's quiz, we had many difficult question, but Dr. Sanders gave us only a
	short time to complete them.

10. On many of the quiz, my score are good, but my score on last week's quiz was not so good.

3.2.3 Other Spelling Changes in Noun Plurals

Some nouns change their spelling to form the plural.

1. Nouns that end in -y

When the letter before -y is a vowel (a, e, i, o, u), just add -s to form the plural.

boy
$$\rightarrow$$
 boys day \rightarrow days bay \rightarrow bays

When the letter before -y is a consonant, change -y to -i and add -es.

baby
$$\rightarrow$$
 babies city \rightarrow cities lady \rightarrow ladies

2. Nouns that end in -f or -fe

The ending -f or -fe changes to -ves to form the plural.

shelf
$$\rightarrow$$
 shelves knife \rightarrow knives leaf \rightarrow leaves

3. Nouns that have the same form for singular and plural

1 sheep
$$\rightarrow$$
 2 sheep 1 deer \rightarrow 2 deer 1 fish \rightarrow 3 fish 1 series \rightarrow 2 series 1 species \rightarrow 10 species

4. Nouns with consonant + -o ending

Add -es to form the plural.

hero
$$\Rightarrow$$
 heroes potato \Rightarrow potatoes echo \Rightarrow echoes mosquito \Rightarrow mosquitoes

5. Nouns that have irregular spellings for the plural form

mouse
$$\rightarrow$$
 micechild \rightarrow childrenperson \rightarrow peopleman \rightarrow menwoman \rightarrow womengoose \rightarrow geesefoot \rightarrow feettooth \rightarrow teeth

Exercise 5 Write the plural form of these nouns that end in -y. The first one has been done for you.

singular	plural
1. a wild monkey	four wildmonkeys
2. one try	three
3. a new toy	two new
4. a fly	some
5. a baby	two
6. that lady	those
7. a bay	several
8. a bully	a few
9. this turkey	these

10. an interesting biography two interesting _____ 11. a long reply many long _____ 12. a very difficult day very difficult _____ Exercise 6 Write the plural form of the noun in each phrase. The first one has been done for you. singular plural long lives 1. a long life 2. a wolf some _____ 3. herself them _____ 4. yourself your _____ 5. one leaf many _____ 6. one wife four _____ new _____ 7. a new scarf 8. a loaf of bread five _____ of bread 9. a calf nine _____ 10, one half three _____ 11. one fish five _____ one hundred ______ of birds 12. a species of bird 13. a mosquito too many ___ 14. a baked potato six baked _____ Exercise 7 Write the singular or plural form of each noun. The first one has been done for you.

singular	plural
1. a mouse	fourmice
2. a	five men
3. a smart	smart children
4. one tooth	thirty-two
5. a	two geese
6. a tall woman	tall

7. a broken foot two broken _______

8. one person many ______

3.3 Articles a and an

The **articles** *a* and *an* are used only before singular count nouns. Specifically, use *a* and *an* with singular count nouns that are not specific and are being mentioned for the first time.

A dictionary has thousands of words and their meanings.

A cat has whiskers.

An umbrella is necessary when it rains hard.

Use a before a word (noun, or adjective + noun) that begins with a consonant sound.

a dictionary a big dictionary

Use an before a word (noun, or adjective + noun) that begins with a vowel sound.

an orange an expensive orange

Remember that words beginning with the letters h or u can be tricky. Some of these words use a and some use an—depending on the beginning sound of the word.

a house an hour

House begins with the consonant sound / h /, but *hour* begins with a vowel sound. (The letter h is silent in the word *hour*.)

a university an uncle

University begins with the consonant sound / y /, but *uncle* begins with a vowel sound.

Exercise 8 Fill in the blanks with *a* or *an*. Pay attention to the sound of the next word. The first one has been done for you.

83	010	N	2.2	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
1	an	_ examination	1.1	old man
		_ cauminution	11.	

Exercise 9 Read these sentences about superstitions. Complete each one with *a* or *an*. The first one has been done for you.

- 1. A superstition is belief that is based on fear.
- 2. If you walk under _____ ladder, you will have bad luck.
- 3. If _____ black cat crosses your path, beware.
- 4. _____ apple _____ day keeps the doctor away.
- 5. _____ broken mirror will bring seven years of bad luck.
- 6. If you open _____ umbrella in the house, you will have bad luck.
- 7. _____ hat on _____ bed will bring bad luck.
- 8. To ward off bad luck, throw _____ pinch of salt over your shoulder.
- 9. If you see _____ owl in the daytime, it's bad luck.
- 10. It is good luck to find ______ four-leaf clover.

3.4 Noncount Nouns

Nouns that cannot be counted are called **noncount nouns**. Noncount nouns can refer to:

ideas	intelligence	peace	honesty	importance
sports	tennis	football	running	swimming
terms in nature	snow	thunder	electricity	water
subjects	mathematics	engineering	English	history
collective words	luggage	furniture	advice	homework

Do not use a or an with a noncount noun. Do not make a noncount noun plural.

Incorrect:	a homework	many furnitures	a mail	some equipments
Correct:	homework	furniture	mail	equipment

When the subject of a sentence is a noncount noun, remember to use the third person singular verb form. This is the same verb form that goes with the subject *it*.

	incorrect:	Bread are my favorite snack.
	Correct:	Bread is my favorite snack.
	Hint: It my Do not say <i>It are</i> .	y favorite snack. Think: Would you use is or are with it? Say It is.
Exercise 10		nouns and N after noncount nouns. The first two have been done d to discuss your answers.
	1. planetC	11. grammar
	2. sunshine N	12. sentence
	3. blood	13. pickle
	4. bone	14. salt
	5. truck	15. scenery
	6. traffic	16. skyline
	7. music	17. gem
	8. song	18. jewelry
	9. breath	19. good time
	10. air	20. joke
Exercise 11	and N above nonco	about engineering. Underline each noun. Write C above count nouns unt nouns. The number in parentheses at the end of each sentence er of nouns in that sentence. The first one has been done for you.
	N 1. Engineering is a	an important subject at most universities. (3)
	2. A mechanical en	ngineer may design machinery that we use in our homes and offices. (4)
	3. A civil engineer	may develop a road pattern for traffic that helps to save lives. (4)
	4. Oxygen is an in	aportant element that is studied by a chemical engineer. (3)
	5. An aeronautical	engineer studies aircraft navigation. (2)
	6. These different	kinds of engineering are all important to modern society. (3)

3.5 The Article the

The article the is used before nouns at different times.

1. Use the when you are talking about something specific.

general:

Everyone has an identification card.

specific:

The identification card that you have is light blue.

2. Use *the* with the superlative form of an adjective, which means with the word *most* or *least* or with the ending *-est*.

comparative:

In a jewelry store, gold is more expensive than silver.

superlative:

In a jewelry store, diamonds are

the most expensive material.

comparative:

In our class, Jan is tall, but Mark is

taller.

superlative:

In our class, Ricky is the tallest

student.

3. Use the for the second and all other references to a noun.

first reference:

We watched a video in our history class yesterday.

second reference:

The video lasted for about twenty minutes.

4. When you want to talk about a category or group in general, use no article.

general:

Tigers are fierce animals.

specific:

The tigers in our local zoo are fierce.

5. Use the when the speaker and the listener are talking about the same specific item.

general:

Every kitchen has a refrigerator.

specific:

William, don't forget to close the refrigerator!

6. Use the for the parts of something. (Exception: Do not use the for body parts.)

general:

In a kitchen, there is a refrigerator, a stove, and a clock.

parts:

I went to Mary's new house last night. Her kitchen is beautiful.

The refrigerator is silver, the stove is black, and the clock above the

door has extremely big numbers on it.

Do not use the before abstract nouns such as feelings or ideas.

Incorrect:

The honesty is important.

Correct:

Honesty is important.

Do not use the with a word when you want to express a general meaning of the word.

Incorrect:

My favorite color is the blue.

Correct:

My favorite color is blue.

Incorrect:

I like the ice cream. I love the chocolate, but I don't like the vanilla.

Correct:

I like ice cream. I love chocolate, but I don't like vanilla.



Exercise 12 Read this short essay about classes. Fill in the blanks with *a, an, the,* or — (no article). The first one has been done for you.

My Classes
I have three classes on Monday. My math class is at 1 2 3
8:00 a.m. I like math. I think that math is very important for my
future. In my math class, we learn about algebra and geometry.
To me, algebra is more difficult than geometry hardest 8
thing in algebra is when we have to solve problems with letters letters
such as x and y. I like book that we use in our math class
because it has key in back of book.
In our history class yesterday, we had important examination 19 20
test had thirty questions. The test had long essay question at end.
To me, this question was easiest question on entire test.
One of most interesting classes that I have is composition.
This is last class that I have on Thursday last week we 27
had to write composition about value of education.
To help us with our paper, instructor asked us to give some ideas. As we
gave our ideas, he wrote them on board purpose of this activity 34 35
was to help us develop our thoughts. My paper got good score.

comments t	teacher wrote wer	re very helpful topic
of our next composit	ion is up to us. I think that I a	m going to write about
	poverty. I know that the	se topics are serious, but I think
that writing	sabout serious topic s	uch as discrimination
will force me to impr	ove and then I can write	really good essay on
final exam.		

Exercise 13 Fill in the blanks with *a, an, the,* or — (no article). The first one has been done for you.

Staying Healthy
A friend of mine and I were talking yesterday about 1 2 3
health. She asked me what I do to stay healthy. I told her that I do exercises 4
about three or four times each week. In morning, I get up early,
drink cup of coffee, and then go running. I run two miles
because I think that running is best exercise that person 12
can do. During time that I am running, I also have chance to
think about things. Sometimes I think about work, but mostly 15
I think about important things like my family. In addition 18
to exercise, food is also important. I believe that eating 19 20 21

(continued)

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fruit and vegetables is essentia	al to good healt	h. Yes, I eat
meat, but I do not eat a lot of it. As you	ı can see, my plan for sta	ying healthy
depends on good exercise and	1 food. It is imp	ortant for
people to select plan that is ea	asy so that they can follo	w it.

3.6 Review of Articles with Nouns

	Cou	nt nouns		Noncou	unt nouns
Gene	eral	Spe	ecific	General	Specific
Singular	Plural	Singular	Plural		
a cat	cats	the cat	the cats	—bread	the bread*
an apple	apples	the apple	the apples	—love	—love*

Exercise 14 Write a sentence with each of these examples to illustrate the differences between *a, an, the,* and no article. Discuss your sentences with your classmates. The first one has been done for you.

do	ne for you.
1.	a book _ I found a great book on archeology in the library.
2.	books
3.	the book
4.	the books
5.	vocabulary
_	

Incorrect:

All humans need the love.

Correct:

All humans need love.

Correct:

The strong love that you feel for your child is natural for parents.

^{*}We use *the* with specific cases of noncount nouns, but we almost never use *the* with abstract nouns such as feelings or ideas.

6.	the vocabulary	
7.	education	

3.7 Quantifiers with Count and Noncount Nouns

Quantifiers are expressions of quantity that tell "how much" or "how many."

- 1. Use a few, many / a lot of with plural count nouns.
- 2. Use a little, much / a lot of with noncount nouns.

Incorrect: a little books a few money much people many homeworks

Correct: a few books a little money many people much homework

Remember: The phrase *a lot of* is correct with both count and noncount nouns.

Remember. The phrase with of is correct with both count and noncount house

Avoid using *much* in affirmative statements, even with noncount nouns.

Unusual: We have much homework for tomorrow.

Correct: We do not have much homework for tomorrow.

Better (informal): We have a lot of homework for tomorrow.

Better (formal): We have a great deal of homework for tomorrow.

Exercise 15 Read the sentences about numbers and languages. Underline the correct quantifier in each sentence. The first one has been done for you.

- 1. There are (a few, a little) Spanish speakers in my math class.
- 2. I don't know (many, a lot of) Spanish, so I can't speak to them.
- 3. In math class, the teacher asks us (many, much) questions about numbers.
- 4. Sometimes my Spanish-speaking classmates say the numbers in Spanish, so I have (a few, a little) opportunities to learn (a few, a little) Spanish.
- 5. (A few, A little) numbers are similar in English and Spanish. For example, *siete* looks like *seven* in my opinion.
- 6. However, (many, much) of the numbers are very different. For example, there is not (many, much) similarity between *cinco* in Spanish and *five* in English.

- 7. I asked my best friend about the best way to learn numbers in Spanish, but he did not give me (many, much) advice.
- 8. Perhaps if I do (a few, a lot of) homework in Spanish, that might help me to learn the numbers in Spanish.

3.8 Functions of Nouns in a Sentence

A noun can have three important functions in a sentence. A noun can be a **subject**, a **direct object**, or an **object of a preposition**.

subject: Mrs. Williams is eighty years old.

direct object: Because it was her birthday, we called Mrs. Williams.

object of a preposition: I talked about Mrs. Williams with my family.

3.8.1 Nouns as Subjects

One function of a noun is the **subject** of a sentence. The subject of a sentence is the noun (or pronoun) that does the action of the verb. The subject can be a single word, such as *rock*, or a noun phrase. A noun phrase consists of a noun and all the words that go with it, such as *a heavy gray rock*.

Kangaroos jump incredibly high.

A kangaroo has a very special tail.

They use their long, heavy tails for balance.

To find the subject, first find the verb (the action word) in the sentence. Then ask: "Who" or "what" does the action of the verb? The answer will be the subject.

Kangaroos jump incredibly high.

Question: What is the action word?

Answer: jump = action = verb

Question: Who or what jumps?

Answer: Kangaroos = doer of action = subject

Exercise 16 Read these statements about animals. Then write a one-word answer to each question according to the statement. The first one has been done for you.

1. According to many scientists, dolphins communicate with each other.

What is the action word? _____communicate = verb

Who or what does this action? _____ = subject

2.	Elephants	eat	peanuts.

What is the action word? _____ = verb

Who or what does this action? ____ = subject

3. In both hot and cool weather, camels need a lot of water.

What is the action word? _____ = verb

Who or what does this action? _____ = subject

4. Alligators always live in areas near water.

What is the action word? _____ = verb

Who or what does this action?

_____ = subject

5. Raccoons often sleep in the daytime.

What is the action word?

_____ = verb

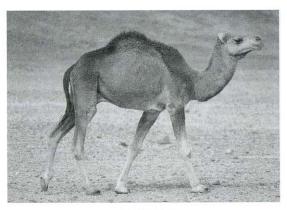
Who or what does this action?

____ = subject



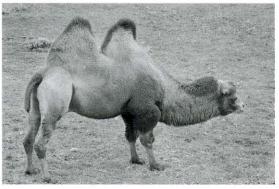
Exercise 17 Read the sentences about the two kinds of camels. Draw one line under the subject (doer of the action) and two lines under the verb. The first one has been done for you.

- 1. Of all the animals in the world, <u>camels</u> <u>are</u> certainly one of my favorite animals.
- 2. Camels are strange in several ways.
- 3. Camels live in desert areas.
- A camel has extremely long eyelashes.
- 5. In my opinion, camels are beautiful animals.
- To other people, camels are not so attractive.



Dromedary

- 7. Bactrian camels have two humps.
- 8. Dromedaries are camels with only one hump.
- 9. Dromedaries carry heavy supplies.
- For these important reasons, people value camels very much.

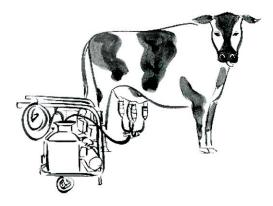


Bactrian

Exercise 18 Read the sentences about cows. Write S over the subject and V over the verb. The first one has been done for you.

SV

- 1. A cow is female.
- 2. A dairy cow provides milk.
- 3. Different kinds of cows produce different types of milk.
- 4. For example, Jersey cows give rich milk.
- 5. In contrast, Guernsey cows produce yellowish milk.
- 6. Cows vary in color.
- 7. A Holstein is black and white.
- 8. Most cows are quite gentle.
- 9. The average cow lives from nine to twelve years.
- The average cow drinks thirty gallons of water every day.



Nouns as Direct Objects 3.8.2

A sentence often has a noun after the verb. This noun is called the direct object. The direct object tells who or what receives the action of the verb.

Monkeys eat bananas.

Question:

What is the verb?

Answer:

eat = action = verb

Question:

Who or what eats?

Answer:

monkeys = doer of action = subject

Question:

What does the monkey eat?

Answer:

bananas = receiver of action = *direct object*

Exercise 19 Read these sentences about writers and their writing. Then write a one-word answer to each question according to the statement. The first one has been done for you.

1. Writers choose their words very carefully.

What is the action? _____ = verb

Who / what does this action? ____ = subject

Who / what receives the action? _____ = direct object

2. Shakespeare wrote poetry.

What is the action? _____ = verb

Who / what does this action? _____ = subject

Who / what receives the action? _____ = direct object

VERB

DIRECT OBJECT

3. Ernest Hemingway authored many novels and short stories in his lifetime.

What is the action? _____ = verb

Who / what does this action? _____ = subject

Who / what receives the action? _____ = direct object

4. Publishing companies print books.

What is the action? _____ = verb

Who / what does this action? _____ = subject

Who / what receives the action? _____ = direct object

5. A newspaper company employs report	ers and writers.
What is the action?	= verb
Who / what does this action?	= subject
Who / what receives the action?	= direct object

Exercise 20 Read the sentences about poetry in a student's reading class. Then write V above the verb, S above the subject, and DO above the direct object. The first one has been done for you.

- 1. At school, I enjoy my reading class the most.
- 2. I like reading for many good reasons.
- 3. In our reading class, we read many kinds of literature.
- 4. Right now we are reading Chapter 5 of our book.
- 5. Chapter 5 teaches some famous poems.
- 6. In class today, we read three different poems about nature.
- 7. The first poem tells the story of a young boy at the beach.
- 8. In the second poem, the woman saw the death of a young child.
- 9. The third poem discusses society's treatment of animals.
- 10. Reading poems gives me a very good feeling.

3.8.3 **Nouns as Objects of Prepositions**

The third function of a noun in a sentence is the **object of a preposition**. The object of a preposition is found within a prepositional phrase, which usually consists of a preposition and the words that go with it. (Some frequently used prepositions can be found in Chapter 6.)

Susan walked to the supermarket in the morning. PREP + OBJECT

PREP + OBJECT

	A preposition may be followed by a noun or a pronoun and the words that go with it. The noun can be a concrete noun, an abstract noun, or a verb used as a noun (gerund).
	I went to the bank. (bank = concrete noun)
	I believe in complete honesty. (honesty = abstract noun)
	I am in favor of taking a break now. (taking = verb used as noun = gerund)
	I gave the money to <i>him</i> yesterday. (him = pronoun)
Exercise 21	Read these sentences about a TV show. Underline the prepositional phrases. There may be more than one in some sentences. The first one has been done for you.
	more than one in some sentences. The first one has been done for you.
	1. My favorite show was on television last night.
	2. The name of the show is "Pet Parade."
	3. Pet Parade received very good ratings in the industry.
	4. Most of the commercials for the show feature the crew's pets.
	5. The crew members bring their pets to the studio two hours before show time.
	6. For obvious reasons, most of the pets are very nervous during the shooting of the show.
Exercise 22	Write six sentences about the inside of a place such as your room, an office, a classroom, or a building. Each sentence should contain at least one prepositional phrase. Underline the prepositional phrases. Draw an arrow from the preposition to the object of the preposition. The first one has been done for you. On the wall of my bedroom, there are four posters with Japanese art.
	1.
	2
	3
	s
	4
	N

	5
	6
	0
Exercise 23	Read these sentences about some friends who went to see a movie. Underline each noun. Write S for subject, DO for direct object, or OP for object of a preposition to indicate the function of each noun in the sentence. The first one has been done for you.
	S OP OP
	1. <u>Helen</u> went to the <u>theater</u> at <u>noon</u> .
	2. She waited for her two friends, but they did not arrive on time.
	3. Helen entered the theater.
	4. She found a seat.
	5. Helen saved two seats for her friends.
	6. Her friends were sitting behind a lady who was wearing a large red hat.
	7. The woman was blocking the view of the other customers.
	8. The woman did not know this situation.
	9. The usher spoke to the woman.
	10. After their discussion, the woman removed her hat.
	11. As a result, Helen and her friends saw the movie.
	12. At the end of the movie, the audience clapped wildly.

3.9 Possessive Forms of Nouns

There are two ways to show the possessive of nouns in English. One way is with an apostrophe and the letter *s* (*'s*). The other way is with the preposition *of*. Consider the differences between these two possessive forms.

For people:

1. A singular noun that does not end in -s: add 's

the boy has a book = the boy's book

the boy has books = the boy's books

2. A plural noun that ends in -s: add '(apostrophe)

the boys have one book = the boys' book

the boys have many books = the boys' books

3. An irregular plural noun: add 's

the children have a book = the children's book

people have opinions = people's opinions

4. A name that ends in -s: add 's

Chris has a laptop = Chris's laptop

Charles has two bikes = Charles's bikes

For things:

5. Use of instead of 's

a table has a top = the top of the table

a book has a title = the title of the book

6. Exceptions: We use 's for time words and nature words

Today's newspaper is on the table.

The sun's rays provide us with warmth and vitamin D.

Exercise 24

Read the sentences about how parents, teachers, and administrators work together to help students. Underline each possessive noun and the noun that it describes. The first one is done for you.

- 1. Children try to work up to their parents' expectations.
- 2. Today's schools are trying to meet parents' and children's expectations.
- Principals and teachers meet regularly for conferences with parents to discuss their children's progress.

4	Parent volunteers'	input is invaluable bed	rause they observe	students' is	nteractions and l	habits
1.	I di Ciit VOIdiitCCIS	miput is mivaluable bee	ause tiley observe	studelles I	illiciactions and	iautis.

5. The teachers' aides actually help students in the classroom, while parent volunteers' jobs may include recess and lunchroom duties.

Exercise 25	Write sentences about six famous people (a famous politician, a religious leader, a singer,
	an astronaut or scientist, an actor, a sports star). Use at least one possessive noun in each
	sentence. The first one has been done for you.

	1. Martha Washington was George Washington's wife.
	2
	3
	4
	5
	6
Exercise 26	Write sentences using an "of" phrase to show possession in the following pairs of words. Circle the prepositional phrases. The first one has been done for you.
	1. (color / house) My brother does not like the color of our house).
	2. (tip / pencil)
	3. (door / car)
	4. (heel / shoe)
	5. (color / wallpaper)
	6. (taste / food)
	0. (taste / 100d)
	7 (mall / arriag)
	7. (smell / onion)
	8. (population / China)

9. (feel	/ silk)			
10. (bot	tom / list)			

GUIDED WRITING

Exercise 27 Read the paragraph below. Rewrite it by making the eight changes listed. Careful: You may have to make other changes.

- 1. Make all nouns singular in the first five sentences and make all other necessary changes.
- 2. The word *animal* is used in the first three sentences. For variety, use the word *creature* in the second sentence.
- 3. In the fifth sentence, add the words very hard in the correct place.
- 4. Connect the two sentences about snails' food with the word *but*. Add a comma before the word *but*.
- 5. Use the word or to combine the two short sentences that talk about where a snail lives. Make a short sentence of just seven words.
- 6. Change snails to snail in the last sentence and make all necessary changes.
- 7. Begin the last sentence with the phrase for these reasons. Put a comma after this phrase.
- 8. In the last sentence, add the word extremely in the correct place.

All About Snails

I think that snails are the slowest animals on this planet. What do we know about these animals? Snails are small animals. They carry their houses wherever they go. Snails have shells to protect themselves. Most snails eat



only plants. Some snails eat meat. Snails live in water. Snails live on land. Not many
people know that more snails live in water than on land. I think that snails are
interesting animals.

(continued)

-			
_			
_			
_			
OII	ARTER AUG		
CH	APTER QUIZ		
Part 1:	Synthesis. Circle the letter of the correct	answ	er.
1. I ca	an't watch this movie with you right now.	Муа	appointment is in hour.
A.	a	C.	an
В.	the	D.	-
2. Lis	a bought six new		
	dress's	C.	dress
В.	dresses	D.	dress'
	ose have different	-	
	baby birthday	C.	babies birthday
В.	babys birthdays	D.	babies birthdays
4. Th	e babysitter watches the children carefully	beca	ause they might hurt
A.	himself	C.	themselfs

D. himselfs

C. much ... a little

D. a few ... much

C. an

D. —

5. For most people, _____ honesty is the most important quality in a good friend.

Exercise 28

B. themselves

A. a little ... manyB. many ... a few

6. _____ books do not cost _____ money.

A. a

B. the

Part 2: Error Correction. One of the four underlined words or phrases is not correct. Circle the letter of the error and correct it in the space provided.

/.	i bought intere	sting biograpi	iy at the small bookstor	e that is on Main Street.
	Α	В	C	D
8.	Long-necked b	ird that is stan	ding over there on one	leg is a flamingo.
	Α		В С	D
	1		12420	
9.	My brother's th	e best friend's	home is next to the pa	rk on Peters Street.
	Α	В	С	D
	9			
10.	Yesterday's new	vspaper carried	l <u>an article</u> about my fav	vorite restaurant. It is at
	Α		В	
	the top of the l	ist because of	the food's taste.	
	C		D	

ORIGINAL WRITING

Exercise 29 On a separate sheet of paper, describe a gesture, such as snapping your fingers or bowing, that is used in both the United States and another country but has a different meaning. Explain how the meaning of the gesture changes from one place to another. Underline all the nouns.

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Subject-Verb Agreement

Every sentence in English must contain a subject and a verb. In Chapter 3, you learned that subjects are the "doers" of the action. Subjects are followed by verbs. In Chapter 1, you learned that verbs are actions or states of being. The focus of this chapter is practicing agreement between the subject and the verb.

4.1 Subject-Verb Agreement: Present Tense Verbs

When you describe something using the simple present tense, the subject must agree with its verb in number (singular or plural) and person. You learned in Chapter 2 that with the simple present tense, verbs use an -s, -es, or -ies ending for the third person (he, she, it) singular.

Singular

I ride city buses.

You **ride** city buses.

My sister rides city buses.

Plural

We **ride** city buses.

You ride city buses.

My brother and my sister ride city buses.

Exercise 1 Read the sentences about a young man and his uncle. Circle the correct form of the words in parentheses. The first one has been done for you.

- My uncle (gives / give) me advice regularly.
- (His word / His words) contain important lessons.
- He and I (talk / talks) on the phone and face to face.
- 4. I (goes / go) to his house every week.



	6. The bookstore (overlooks / overlook) a small lake.				
	7. (The book in the shop / The books in the shop) come from all over the world.				
	8. (My uncle / My uncles) often gives me his own books to read.				
	9. After reading a book, my uncle and I (participates / participate) in interesting discussions.				
	10. (I / He) spend a lot of time with him.				
Exercise 2	Read the sentences about the good points of a patio. In the blank, write the correct form of the verb in parentheses. The first one has been done for you.				
	1. Sheila (like) the outdoors very much.				
	2. She (enjoy) the beautiful patio of her apartment.				
	3. She and her roommate (spend) a lot of time on the patio.				
	4. Sheila (use) the patio for many things.				
	5. The patio (hold) three lounge chairs and a barbeque.				
	6. Sheila and her roommate (like) to grow vegetables.				
	7. Their tomato plant (grow) best on the patio.				
	8. When the weather is nice, Sheila (cook) hamburgers on the patio.				
	9. Sometimes they (study) on the patio.				
	10. Sheila (sleep) on the patio if the outside temperature is good.				
Exercise 3	Choose a person you know, such as your best friend or a relative. Write five sentences about that person. Use the present tense.				
	Person:				
	1				
	2				
	3				
	4				
	5				

5. Sometimes (we / he) go to a local bookstore.

4.2 Subject-Verb Agreement: Negative Verbs



When you want to express a negative thought in the present tense, you must add the helping verb *do* or *does* (plus the negative *not*) to sentences that do not already have a helping verb.

Do not use do or does when the main verb is be.

Singular (positive):

My sister rides city buses.

Singular (negative):

My sister does not ride city buses.

Plural (positive):

My brothers live in New York City.

Plural (negative):

My brothers do not live in New York City.

When you use the third person singular in the negative, you must use *does not* (*doesn't*). All other forms use *do not* (*don't*).

In formal writing, it is best *not* to use contractions (*doesn't* or *don't*).

In the negative form, use *does*; never put -s on the main verb.

Incorrect:

My sister does not ride's city buses.

Incorrect:

My sister do not ride's city buses.

Incorrect:

My sister no ride's city buses.

Correct:

My sister does not ride city buses.

- **Exercise 4** Read these sentences that describe a negative situation. Circle the correct form of the words in parentheses. The first one has been done for you.
 - 1. I (doesn't understand / don't understand) the campus map.
 - 2. (The handbook / The handbooks) don't explain the map very well.
 - 3. The class (does not have / do not have) time to tour the campus.
 - 4. My classmates (doesn't study / don't study) in the library.
 - 5. (A used book / Used books) doesn't cost a lot of money in the bookstore.
 - 6. (A dorm room / Dorm rooms) doesn't take much time to clean.
 - 7. The cafeteria (doesn't serve / don't serve) steak.
 - 8. My dorm room (doesn't have / don't have) a window.
 - 9. Karen and Jeanette (doesn't go / don't go) to the gym on campus.
 - 10. Ricardo (does not play / do not play) on the college basketball team.

exercise 3	negative. If the sentence is negative, change it to positive. Write your sentences in the blanks. The first one has been done for you.					
	My brother David likes his job.					
	My brother David does not like his job.					
	2. His bosses don't bother him.					
	3. David's work interests him very much.					
	4. He learns new i	nformation every day.				
	5. David doesn't e	arn a lot of money at his job.				
Exercise 6	about that same person. Use negative forms of verbs. Person:					
	1					
	4					
	5					
4.3	Subject-\	erb Agreement	:			
	With be (present tense)					
	Sentences that cont	ain be in the present tense use the	following forms:			
	Person	Singular	Plural			
	First	<u>I</u> <u>am</u> a college student.	<u>We</u> are college students.			
			A			
	Second	You are a college student.	You <u>are</u> college students.			

Here are the forms for negative sentences:

Person	Singular	Plural
First	I am not a college student.	We are not (aren't) college students.
Second	You are not (aren't) a college student.	You are not (aren't) college students.
Third	He is not (isn't) a college student.	They are not (aren't) college students.

- **Exercise 7** Read the sentences about the beaches near Miami, Florida. Circle the correct form of the word in parentheses. The first one has been done for you.
 - The state of Florida ((is) / are) located in the southeastern part of the United States.
 - 2. There (is / are) warm water on three sides of Florida.



- 3. For this reason, the weather in Florida (am / is / are) usually warm.
- 4. Miami (am / is / are) located in Florida.
- 5. Miami (is / is not) located in southern Florida.
- 6. Winters in Miami (is not / are not) cold.
- 7. One of the really nice beaches in Florida (is / are) Miami Beach.
- 8. Right now many people (is / are) swimming in the nice warm water at Miami Beach.
- However, not everyone is in the water. Some people stay on the beach because they (is not / are not) good swimmers.
- 10. Because of the warm weather and great beaches, Florida (is / is not) a popular tourist destination.
- **Exercise 8** Choose a special place that you like. Using the present tense, write seven sentences about that place. Try to use both positive and negative verbs in your sentences.

Place:		
1		
2		

	3				
	4				
	5				
	5				
	6				
	7				
4.4	Subject-V	erb Agreement:			
	With be (past tense)			
	Contonous that cont	oin hain the next tower was the feller			
	Person	ain <i>be</i> in the past tense use the follows: Singular	Ů		
	First	1.0	Plural		
	Second	l was in class yesterday.	We were in class yesterday.		
	Third	You were in class yesterday.	You were in class yesterday.		
		She <u>was</u> in class yesterday. For negative sentences:	They <u>were</u> in class yesterday.		
	Person	Singular	Plural		
	First	was not (wasn't)	We were not (weren't) in		
	11130	in class yesterday.	class yesterday.		
	Second	You were not (weren't) in class yesterday.	You were not (weren't) in class yesterday.		
	Third	She was not (wasn't) in class yesterday.	They were not (weren't) in class yesterday.		
Exercise 9		about a sports fanatic. If the senten ot correct, write an X and make the you.			
	C 1. My frie	nd Lisa loves to play sports.			
	Z. She enjoy all types of sports, from team sports to individual sports like golf.				
	3. In fact,	Lisa play on both the volleyball tear	n and the golf team at our college.		
	4. She and	d her teammates practices every after	rnoon after classes.		

	5. Sometimes she travels out of town for tournaments, but she don't like		
	traveling because she misses a lot of class work.		
	6. Just last week, her team in North Carolina for a volleyball tournament.		
	7. Lisa a very good athlete.		
	8. She try her best in practice and during competitions.		
Exercise 10	Rewrite the sentences from Exercise 9 as a paragraph. Indent the first line. (See p. 76 for an example of a paragraph with an indented first line.)		
4.5	Subject-Verb Agreement:		
	With Indefinite Pronouns		
	A pronoun usually replaces a specific noun. For example, you can use <i>she</i> instead of <i>my sister</i> . However, one group of pronouns does not refer to a specific noun. We call these indefinite pronouns . Examples of indefinite pronouns are <i>someone</i> and <i>everybody</i> .		
	On the next page is a list of common indefinite pronouns. Note that when indefinite pronouns are the subject of a sentence, they ALWAYS take a singular verb.		

	every-	some-	any-	no-
-one	everyone	someone	anyone	no one
-body	everybody	somebody	anybody	nobody
-thing	everything	something	anything	nothing

Everybody likes our new teacher Dr. Olsen.

Something smells strange in the refrigerator.

Anyone is welcome to the party.

Exercise 11 Read the paragraph about life in New Mexico. There are seven errors in subject-verb agreement. Find and correct the errors. Hint: The numbers outside the box tell you how many errors are in each line.

U S A New Mexico

Landlocked

My parents lives in New Mexico. They enjoy living there for a number of reasons. First, the weather is predictable. The summer months is hot, but there is little snow in the winter. New Mexico also has an interesting culture. Many types of people live and works there. Everybody feel like New Mexicans. My parents are very active, and New Mexico offer a lot of things to do. My father enjoys rock climbing, and there are many places for him to practice this sport. My mother don't like the beach, so New Mexico is perfect for her because it is a landlocked state. I love

1 visiting them in New Mexico. It are a lovely place to explore.

1

1

2

1

1

When the subject and the verb are separated by other words in a sentence, it can be difficult to make the subject and the verb agree. Sometimes subjects and verbs are separated by prepositional phrases (see Chapter 6) that give additional information about the subject. When you are writing, be sure to connect the subject and the verb even if additional words separate them. The little girl lives on Hudson Street. SUBJECT VERB The houses near the supermarket are not for sale.

SUBJECT PREPOSITIONAL PHRASE VERB

Some common prepositions include in, near, at, on, to, and from.

4.7 Subject-Verb Agreement: With there+be

When we want to explain that something exists, we use the form there + be. The subject of the sentence is generally found after the verb be.

there + be + subject

Present tense: There is

There is a huge delay on the highway right now.

VERB SUBJECT

There are almost 300,000,000 people in the United States.

ERB SUBJECT

Past tense: There were five concerts at the amphitheater last weekend.

VERB SUBJECT

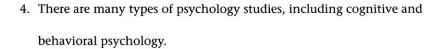
There was a problem at work, so I had to stay late.

VERB SUBJECT

When using *there* + *be*, remember to find the subject and make sure that it agrees with the form of *be*.

Exercise 13 Read the sentences about studying psychology. Underline the subjects and draw two lines under the verbs. Hint: Some sentences may have more than one subject-verb combination. The first one has been done for you.

- 1. Psychology is an interesting field of study.
- 2. There are lots of students at the college who are psychology majors.
- 3. Students of this behavioral science like to study people's behaviors.



- 5. Psychology students learn many interesting things about people's behaviors.
- 6. One of my favorite psychology professors is Dr. Jamison.
- There were two excellent psychology professors at the college, but they recently retired.
- There are graduates of the psychology program who continue their studies in the master's program.

Exercise 14 Read the following paragraph. There are seven errors in subject-verb agreement. Find and correct the errors.

Advisers

If you doesn't know what to study in college, try talking to an academic adviser. Advisers are great resources because they not require appointments. You can see them two or three times a semester, and they happy to help you. There is many types of advisers, from general studies advisers to specific subject advisers. The amount of time you spend are up to you. Advisers are also good resources because they is helpful and understanding. You can talk to them about many things, from academic subjects to personal matters! Many students in college visits the advising office. Why don't you try?

GUIDED WRITING

- **Exercise 15** Read the paragraph below. Rewrite it by making the eight changes listed. Careful! You may have to make other changes.
 - 1. Change John to John and Joanna.
 - 2. Change one psychology major to three psychology majors.
 - 3. Change *good* to a stronger, more positive adjective.
 - 4. Change the first library to resource centers.
 - 5. The phrase *a lot of* is correct, but sometimes this phrase sounds like conversation instead of academic writing. Replace the second *a lot of* with the phrase *a great deal of*.
 - 6. Insert the quantifier thousands of in front of the word books.
 - 7. Change two professors to a professor.
 - 8. Change the first verb in the last sentence to a negative form of the verb.

Student Life

John studies at the City College. He is interested in psychology and wants to
become a psychologist. John is a sophomore, and this year he is choosing a major.
There is one psychology major at the college, and it has a good reputation around
the state. John spends a lot of time at the library. The library on campus contains a
lot of information, including books, reference articles, and online databases. Because
he doesn't have a job, John can concentrate on homework and research papers. John
enjoys the classes at the college and studies as much as he can. In fact, there are
two professors at the college that John likes. They always help John. John definitely
wants to graduate because he loves school so much!
·

■ CHAPTER QUIZ

pm 6	VIII - WF	12.0	262 262 263	10 mg	4 000	61 61		
Exercise	16	Part 1:	Synthesis.	Circle the	letter	of the	correct	answer.

1.	No	one in my office	our new boss. She g	ets angry very easily.
	A.	are liking	C.	like
	B.	likes	D.	is liking
2.	Ţ	John still using the	photocopier? I need	to use it.
	A.	Does	C.	Are
	B.	Did	D.	Is
3.	It n	nay be true that a cat and	a dog usual	y play together, but my cat and dog
	get	along just fine.		
	A.	don't	C.	doesn't
	В.	aren't	D.	isn't
4.	The	e new textbook that the sc	hool for ne	xt semester costs over 100 dollars!
	A.	chooses	C.	has chosen
	B.	choose	D.	have chosen
5.	Son	nebody to water	the plants. The leave	s are turning yellow.
	A.	are needing	C.	need
	B.	is needing	D.	needs
6.	Hov	w many people to	o next weekend's par	ty?
	A.	do you invite	C.	you invite
	B.	did you invite	D.	are you invite
Part 2: Error Correction. One of the four underlined words or phrases is not correct. Circle the letter of the error and correct it in the space provided.				
7.	I sta	arted to clean out my clos	et last night. Nothin	g that is in my closet fit me anymore. $\frac{1}{\mathbf{K}}$
	I <u>ne</u>	eed to go shopping soon!		
8.		D ere is more than 30 studen	ts in my English clas	s. I don't remember anyone's name
0.	8. There <u>is more</u> than 30 students in my English class. I <u>don't remember</u> anyone's name B			
there, and I <u>am sure</u> they <u>don't know</u> mine, either.				

9.	MI. aliu MIS. Blewster Kilo	ws the whole heigh	bornoou, so ii you	are interested in
	Α	В		C
	meeting your neighbors, y	ou <u>need</u> to go visit	the Brewster house	2.
		D		
10.	I have called Bill's phone t	hree times this mor	ning. There <u>are</u> so	mething wrong with
	Α		В	
	his phone, I think. It is no	t working today		
	C	D		

ORIGINAL WRITING

On a separate sheet of paper, write an original paragraph (five to eight sentences) about an academic major that you are interested in. Discuss your interest in this major, including the necessary skills to be successful in this field of study. Focus on subject-verb agreement in your paragraph. Include sentences using the negative form and there + be. Underline all the subjects once and verbs twice and check to see that they agree.



Modals

In this chapter, you will study modals, which are words that express mood or tense and are used with verbs.

5.1 What Are Modals?

Modals are words that help main verbs by changing the meaning of the sentence. Modals are used to express:

5.2	requests and permission	Can you stop at the grocery store on the way home?
-----	-------------------------	--

5.3 ability When I was a child, I could run very fast.

5.4 necessity International students **must** *have* a student visa in

the United States.

5.5 possibility and probability We might go to the beach this weekend.

5.6 advisability and suggestion The lecturer should speak more clearly.

The most common modals are *can, could, may, might, should, would, ought to, must, have to,* and *be able to.* Remember that all modals are followed by the base form of the verb.

I ride my bike to school. (This is something that I do every day.)

I may ride my bike to school. (It is possible that I will ride my bike, or I may not. A second meaning is that I have permission [from my parents, for example] to ride my bike to school.)

I can ride my bike to school. (I have the ability to ride.)

I must ride my bike to school. (This is a necessity; I have no other transportation.)

Only use the base form of the verb after the modal.

Incorrect: Margaret will to graduate next year.

Correct: Margaret will graduate next year.

Incorrect: The students **should to study** Chapter 7.

Correct: The students **should** study Chapter 7.

Do *not* add -s to the base verb following a modal.

Incorrect: He can use's the computer in the living room.

Correct: He can use the computer in the living room.

Incorrect: Lucille would help's if she had the time.

Correct: Lucille would help if she had the time.

Some modals are combinations of more than one word. For these multiword modals, such as **be able to** and **have to**, you must change form according to the subject.

My dog is able to jump over the fence in the backyard.

We have to change the flat tire.

Do not use two one-word modals together in a sentence.

Incorrect: You may can eat at my house.

Correct: You may eat at my house. (permission – formal)

You can eat at my house. (permission - informal)

You can combine a one-word modal with a multiword modal.

I may be able to help you tomorrow.

We might have to leave the party early.

Exercise 1 Read these sentences about regional weather situations. Write M above the modal and V above the verb. The first one has been done for you.







- M V 1. Weather can change very quickly.
- 2. Our weather channel has to give reports day and night.
- 3. Weather patterns can be very diverse across the United States.
- 4. It could be raining in Oregon and snowing in Illinois on the same day.
- 5. People in the Midwest might see severe thunderstorms in May and June.
- 6. Floridians should carry an umbrella with them in the summer.
- 7. New Englanders ought to keep a snow shovel in the trunk of their cars.

- 8. Southern states should listen to hurricane warnings from June to October.
- 9. When there is a hurricane warning, some residents must evacuate.
- 10. When a resident has to leave his home, he could go to a safety shelter.

5.2 Modals for Requests and Permission

can could would may might

When you use modals to ask for something, you politely request, or ask for permission.

CAN informal

Can I use your cell phone? (request)

Joe can go next; I don't mind waiting. (permission)

COULD informal

Could you close the window? (request)

You could park here. (permission)

WOULD polite request

Would you like to go to the movies tonight? (request)

Would you mind if I sit here? (request for permission)

MAY formal

May I have your name, please? (request)

You may have a seat. (permission)

MIGHT very formal (not commonly used)

Might I offer you a piece of candy? (request; not used for permission)

Requests are usually questions. The modal comes first in a question.

Can I have some?

Do not use two one-word modals together in a sentence.

Incorrect: You may can borrow my car.

Correct: You may borrow my car. (permission – formal)

You can borrow my car. (permission – informal)

Exercise 2 Read the two conversations. Fill in each blank using a modal of request or permission: *can, could, would, may, might*. Decide if the situation is formal or informal. The first one has been done for you.

Situation 1: A medical checkup
Doctor: Good morning, Mrs. Martine. How is Jack
today?
Mrs. Martine: Good morning, Dr. Wong. I'm afraid he's
not feeling well.
Doctor: May I hold him?
Mrs. Martine: Yes, you Please check his throat and ears.
Doctor: you mind holding him in your lap so he won't be afraid?
You want to distract him while I'm examining him. His
ears look fine, but his throat is red. I'm going to write a prescription for him. You
———— want to fill this right away.
Mrs. Martine: Thank you very much.
Doctor: our office call you tomorrow night to check on his progress?
Mrs. Martine: You certainly Thanks again.
Doctor: You're welcome.

Situation 2: Two friends meeting at the supermarket

Sonya: Hi Christina. What a surprise to see you	E CONTRACTOR			
here! Are you in a hurry, or can we talk				
for a few minutes?				
Christina: Hi Sonya. It's good to see you. I'm				
in kind of a hurry because I have to				
pick up my son from soccer practice.				
you mind if we set up s	something for tomorrow?			
Sonya: If you are free tomorrow night, you	come to my house			
for coffee.				
Christina: My daughter has piano lessons tomorrow ni	ight we meet			
in the daytime when the kids are in school?				
Sonya: I not come during the day because I'm teaching.				
we get together on Saturday?				
Christina: That's a good idea y	ou come to my house?			
Sonya: Sure. What time?				
Christina: Around noon?				
Sonya: I bring anything for lun	nch?			

	Christina: You bring dessert.
	Sonya: Great. See you on Saturday.
	Christina: See you then.
Exercise 3	Write five sentences about a vacation you plan to take soon. Use the modals in parentheses. Write questions for at least two of the sentences.
	1. (can)
	2. (may)
	3. (could)
	4. (might)
	5. (would)
5.3	Modals of Ability
<i>J.J</i>	Wiodais of Ability
	can could (past ability) be able to
	These modals express ability . All three modals are followed by the base form of the main verb. Only <i>be able to</i> changes for third person singular. <i>Can</i> and <i>could</i> do <i>not</i> add -s.
	CAN ability
	Harry can run faster than Jim.
	COULD ability, past tense
	Carmen could recite the alphabet as a young child.
	BE ABLE TO have the ability to
	I am able to drive without my glasses. (present)
	Carol is able to drive without her glasses. (present – third person singular)

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We were not able to get a reservation. (past, negative)

Peter was able to make the reservation. (past – third person singular)

Do not use two one-word modals in a sentence.

Incorrect: I can could help you tomorrow.

Correct: I can help you tomorrow. (ability)

Correct: I could help you tomorrow. (possibility – different meaning)

Exercise 4 Read and complete the sentences with modals of ability: *can, could, am / is / are able to, was / were able to.* Be careful with third person singular. The first one has been done for you.





As a Child:

As an Adult:

1. I <u>can</u> <u>drive</u> a car.	I could not drive a car.
2. I eat ice cream.	I <u>eat</u> ice cream.
3. My brother and I <u>are able to stay out</u> late.	Westay out late
4. I <u>ride</u> a bike.	I <u>ride</u> a bike.
5. I <u>am able to buy</u> a new computer.	I <u>buy</u> one.
6. I <u>can</u> <u>earn</u> a living.	I <u>earn</u> a living.
7. I <u>play</u> all day.	I was able to play all day.
8. I <u>can</u> not <u>fit</u> in a baby swing.	I <u>fit</u> in it.
9. My brother and I	We were not able to go to college.
go to college.	
10. I ride in a stroller.	I could ride in a stroller.

5.4 Modals of Necessity

must have to have got to need to

Use these modals when something is required or necessary:

MUST very strong

Tomorrow is the final exam; everyone must attend class.

HAVE / HAS TO used more often than must

Luis has to sell his motorcycle before he buys a boat.

HAVE / HAS GOT TO (very informal)

Anna is staying home from the party because she has got to study.

NEED TO similar to HAVE / HAS TO

I need to get a new pair of reading glasses.

Exercise 5 Read the conversation. Write M above the modals of necessity (*must, have to, have got to, need to*) and V above the verbs. The first one has been done for you.

M V

Sam: Henry, everybody from our class has to go to a special class with the professor today.

It's in the library.

Henry: I know. The professor is showing a documentary called "The Big Bang Theory."

I think it is going to be on our final exam.

Sam: Wow! This weather is awful! I'm sure that some of our classmates will be late because of this rain.

Henry: We have got to do whatever we can so that everybody comes to see the movie.

Sam: Well, what can we do? Any suggestions?

Henry: Let's go to the library to see how many people are there, and maybe we can all come

up with a plan for the students who are not there yet.

Sam: The library is so far away! We've got to get there first.

Henry: There must be an easier way than walking across campus.

Sam: We could run to one building, walk through the first floor, and then run to the next

building till we get there. That would keep us out of the rain some of the time.

Henry: OK. Let's do it.

Sam: This is hard! We're still so far away from the building!

Henry: Hey, there's Rosie in the golf cart.

Sam and Henry: Rosie, you have got to give us a ride! Please!

Rosie: Sure. Get in. Where are you going?

Sam and Henry: To the library. All twenty of us need to be there to see a movie.

Rosie: Oh, that's been canceled. Didn't you check your e-mail?

5.5 Modals of Possibility and Probability

may might could should ought to must will be going to

Modals of **possibility** and **probability** indicate degrees, from a chance or possibility (50%) to definite (100%):

MAY / MIGHT / COULD 50% possibility

It's short notice, but we may / might / could go to the concert on Friday if Steve gets tickets.

SHOULD / OUGHT TO better possibility

Lori **should** / **ought to get** to class on time today because there is no traffic on the highway.

MUST almost certain (see Section 5.7 for more about negative modals)

The football game is not sold out, so tickets **must** be available.

WILL / BE GOING TO definite

Steve bought tickets, so we will attend / are going to attend the concert Friday night.

Exercise 6 Read this weather report. Write M above the modals of possibility (*may, might, could, should, ought to, must, will,* or *be going to*) and V above their verbs. The first one has been done for you.

Weather Summary

M V

Across the Southwest, there will not be a cloud in sight today.

California, Nevada, and Arizona are going to have a beautiful day.



The sun will shine all day long. In the South, Texas may also share

in some of that sunshine. There might be a few showers along the Gulf states. These

showers will move into the South. The South ought to feel damp throughout the day.

Tornado warnings are in place in the Midwest. Midwesterners

will definitely need to find refuge. Tornadoes may not last



long, but they cause a lot of damage. Thunderstorms may be

very severe, too. Residents must seek shelter for their own safety. In the Northeast,

Bostonians should stay indoors as well. A blizzard will hit the area tonight. By

tomorrow morning, there will be at least six inches of the "white



stuff" on the ground.

Exercise 7	Write a weather report for your city. Include the current weather and the forecast for the next few days. Underline the modals in your weather report.

5.6	Modals of Advisability and Suggestion
3.0	Wiedens of the visuality and suggestion
	should ought to had better (threat)
	Use modals to give someone advice or make a suggestion:
	SHOULD advice or suggestion
	You should <i>take</i> an umbrella.
	You shouldn't get so angry; it was a mistake.
	OUGHT TO strong advice
	Dan ought to take the train because parking spaces are scarce.
	HAD BETTER warning or threat
	Michael had better stop smoking; otherwise, it could affect his health.
	The negative form is <i>had better</i> + <i>not</i> .
	You had better not / You'd better not do that.
Exercise 8	Read the sentences about weather in Florida. Choose the correct modal of advice in parentheses and write it in the blank. The first one has been done for you.
	1. In Florida, it usually rains every other day in August. If
	you plan to visit, youshouldtake an
	umbrella with you. (should, will)
	2. In heavy rain, you use the
	wipers on your car. (can, had better)

3.	Some people come to Florida to play golf. However, as a safety precaution, you
	avoid the golf course in a thunderstorm. (would, ought to)
4.	If it starts raining, you seek shelter. (had better, will)
5.	Driving in heavy showers can be difficult. You also keep a
	flashlight in your glove compartment. (can, should)
6.	Of course you keep extra batteries with your flashlight. (ought
	to, be able to)
7.	In addition, you also keep a cell phone and a portable radio
	handy. (can, should)
8.	It does not rain every day, however. When you go to the beach on a sunny day, you
	bring a bathing suit. (can, should)
9.	If you decide to go swimming, you pack a towel, too. (had
	better, would)
10.	Sunglasses are something you wear to protect your eyes from
	the bright sunlight. (will, ought to)

5.7 Negative Modals

In formal writing, negatives are formed by inserting DO / DOES + *not* before the verb. When you use a modal, *not* comes after the modal. Remember that in formal writing, contractions are not generally used.

Paulo could not find Maria's phone number. (formal)

Paulo couldn't find Maria's phone number. (informal)

Here are the negative modals:

would + not = wouldn't have to + not = do not have to = don't have to

should + not = shouldn't has to + not = does not have to = doesn't have to

can + not = cannot = can't could + not = couldn't

may + not = may not (no contraction) will + not = won't

ought to + not = ought not must + not = mustn't

(no contraction)

be able to + not = am not able to might + not = might not (no contraction), isn't, aren't, wasn't, (usually not contracted)

(no contraction), isn't, aren't, wasn't, (usually not contraction), isn't, aren't, wasn't, (usually not contraction)

	1. When something	g is NOT NECESSA	RY, use do not have to	o / doesn't have to / don't have to.
	I feel a lot bet	ter. I do not have	to take any more m	edication.
	The meeting v	vas canceled; she	does not have to go	О.
	You don't have to shout; I can hear just fine.			
	2. Must + not (mustr	$\iota't)$ is used for prob	nibition (a very stror	ng warning).
	Children must	not sit close to th	ne television. It will d	amage their eyesight.
		<i>moke</i> in restaurant	ts in this state. Smok	ing in public places is against
	the law.			
Exercise 9				there is no contraction, write
	the full negative form	. The first one has	been done for you.	
	Negatives			
	1. should	shouldn't	6. might	7-
	2. must		7. can	
	3. could		8. ought to	
	4. may			
			9. would	
	5. will		10. is able to	
Exercise 10		ices about what yo	ou can and cannot d	ur class syllabus if you have o in your class. Use <i>must,</i>
	1			
	2			
	2			
	-			
	3			
	4			
	т.			
				
	5			
		-		

5.8 Questions with Modals: Review

Questions use inverted word order. Sentences with modals form questions by putting the modal first.

I can go to the movies with you. / Can I go to the movies with you?

John was able to fix his computer. / Was John able to fix his computer?

Do not use do / does / did with one-word modals in statements or questions.

Incorrect: Sasha does can drive the car pool tomorrow.

Correct: Sasha can drive the car pool tomorrow.

Incorrect: Do you should call the doctor?

Correct: Should you call the doctor?

Exercise 11 Read the pairs of sentences containing modals. Put a check mark next to the correct sentence. Pay special attention to the modals. The first one has been done for you.

Diet News	
1. a	. You do should eat a balanced diet.
b	You should eat a balanced diet.

3. a. _____ You must not taste vegetables while you are shopping.

b. _____ Fruits and vegetables can to keep you healthy.

- b. _____ You don't must not taste vegetables while you are shopping.
- 4. a. _____ A pepper may comes in red, green, or yellow.

2. a. _____ Fruits and vegetables can keep you healthy.

- b. _____ A pepper may come in red, green, or yellow.
- 5. a. _____ Can you to eat the pit of an avocado?
 - b. _____ Can you eat the pit of an avocado?
- 6. a. _____ You might have to wash the fruit first.
 - b. _____ You might do have to wash the fruit first.
- 7. a. _____ The produce section of a grocery store may contain exotic fruits and vegetables.
 - b. _____ The produce section of a grocery store may contains exotic fruits and vegetables.

8. a. ______ I should to go grocery shopping on Friday.
b. ______ I should go grocery shopping on Friday.
9. a. _____ Could you would write a list for me?
b. ______ Could you write a list for me?
10. a. _____ The store will to close at 9:00 p.m.
b. _____ The store will close at 9:00 p.m.

GUIDED WRITING

- **Exercise 12** Read the paragraph below. Rewrite it by making the seven changes listed. Careful: You may have to make other changes.
 - 1. Add may to the second sentence.
 - 2. Change a certain society to plural.
 - 3. Add must to the third sentence.
 - 4. Change the groom to the groom and his attendants in the fifth sentence.
 - 5. Change usually to must in the fifth sentence.
 - 6. Insert has to after father of the bride in the sixth sentence.
 - 7. In the last sentence, add has to after sociologist.

Sociology

Sociology is the study of human behavior. A sociologist observes an institution such as marriage, religion, or education in a certain society. The sociologist pays close attention to food, clothing, and rituals because of the customs associated with them. For example, for a formal wedding in the United States, a bride must wear a long, white wedding gown and her attendants also wear formal gowns or dresses. The groom usually wears a tuxedo. Since the father of the bride walks his daughter down the aisle, he also wears a tuxedo. In keeping with the formality, the mothers of the bride and groom as well as the guests wear either formal or semi-formal outfits. Sociologists study not only the types of clothing but also the colors and materials. Different cultures give importance to different aspects. Therefore, a sociologist is a keen observer.

(continued)

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CHAPTER QUIZ

Exercise 13 Part 1: Synthesis. Circle the letter of the correct answer.

1.	If h	e has time, my boss to the confer	ence	e next week.
	A.	may goes	C.	might not go
	B.	might goes	D.	may go
2.	The	conductor everyone's attention	in or	der to start the symphony.
	A.	has to has	C.	have to has
	B.	has to have	D.	have to have
3.	The	professor correct the exams by r	ext l	Monday.
	A.	should can	C.	should be able to
	B.	can should	D.	can be able to

4.		you please close the window?		
	A.	Would	C.	Should
	B.	May	D.	Must
5.	Bec	ause he fell, the runner finis	sh the rac	e.
	A.	couldn't be able to	C.	weren't be able to
	B.	cannot	D.	wasn't able to
6.	Wh	en I was younger, I run very	fast.	
	A.	could	C.	was able
	B.	must	D.	might
		Error Correction. One of the four unneletter of the error and correct it in		
Circ	ic u	ic letter of the error and correct it in	те зрасе	provided.
7.	Pau	il's research paper is due next week, so		
		А В		C D
			_	
8.	Sin	ce there's a storm warning, Jane has b		
	the	airport.	3	C
		D		
9.	We		ecause <u>w</u>	e've already accepted an invitation to
	Ma	A ria's party		В С
	ivia	D		
10.	Му	car broke down last night. Can you a	able to giv	ve me <u>a ride</u> to class tomorrow
		Α	В	С
	mo	rning <u>?</u>		

ORIGINAL WRITING

On a separate sheet of paper, write an e-mail giving advice about the following situation: Your teenage daughter is visiting her cousin in another city. She sends you an e-mail to ask you for permission to go to the mall with her friends. You do not know the friends, and no parents will be present. You trust her to go to the mall, but you want to give her some parental advice. Give reasons why she should or should not do certain things. Underline all the modals.



Prepositions

Prepositions are small words, but they are perhaps the most difficult words to use correctly in a foreign language. There are many prepositions in English, but common English prepositions include *at, for, from, in, of, on, to*.

6.1 What Are Prepositions and Prepositional Phrases?

A **preposition** is a word that shows the relationship between a noun (or pronoun) and the rest of the sentence. Prepositions have many purposes, but they often give us information about place, time, and direction.

place: in the classroom, on the table, near the bank, at the bank, under the table

time: in the morning, in March, in 1985, in ten minutes, for ten minutes,

at 9:45, on Monday

direction: to the bank, from the bank

The combination of a preposition and its object (and any modifiers such as articles or adjectives) is called a **prepositional phrase**.

at home under the sofa on the green table

PREP + OBJ PREP + ARTICLE + OBJ PREP + ARTICLE + ADJECTIVE + OBJ

A prepositional phrase can come at the beginning, middle, or end of a sentence.

beginning: In central Canada, the weather can be incredibly cold.

middle: Vicky studied French in central Canada in 2005 and 2006.

end: Dr. Ian Palmer teaches at a large university in central Canada.

Note that we usually use a comma after a prepositional phrase that comes at the beginning of a sentence.

beginning (with comma): In the last century, air pollution damaged our forests.

end (with no comma): Air pollution damaged our forests in the last century.

Exercise 1 Read the paragraph and underline the nine prepositional phrases. Circle the prepositions. Add commas to separate introductory phrases from the subject of the sentence. The first one has been done for you.

Population

Of all the countries in the world the United States ranks third in population after China and India. The population of the United States is approximately 300,000,000. In the United States the state with the most people is California. Other U.S. states that have large populations include Texas, New York, Florida, and Illinois. The state with the smallest number of people is Wyoming.

Exercise 2 Use each preposition to create a prepositional phrase in a sentence about yourself. Circle the preposition. Underline the object of the preposition. Put some of the prepositional phrases at the beginning of your sentences. The first one has been suggested for you.

1.	from I drive (from) my home to school every morning.
2.	with
3.	in
	at
	on
6.	about
7.	for
	of

6.2	40 Common Prepositions		
	about	This book is about a cat and a dog.	
	above	There is a cloud above the mountain.	
	across	I am going to swim across the lake.	
	after	If you arrive after 6:00 p.m., there might not be any more food.	
	against	We are against the president's plan to raise taxes.	
	along	Yellow flowers grow along the river.	
	around	The dog ran around the tree several times.	

as For Halloween, she dressed up as a clown.

at (+ place) The hotel is at 330 Wilson Avenue.

(+ time) Flight 62 from Buenos Aires arrives at 9:37 p.m.

before I came home **before** midnight.
behind The cat is sleeping **behind** the car.

below The temperature last night dropped below 32 degrees!

beside My apartment building is **beside** the highway.

between I'm sitting between Jose and Chen.

by (+ time) You must complete this assignment by tomorrow.

(+ -self) Do you live **by** yourself?

(+ place) The museum is located by a park and a lake.

despite We went to the beach **despite** the cloudy weather.

down The truck rolled **down** the embankment.

during During his entire vacation, Mike had a terrible cold.

except I like all animals except snakes and lizards.

for (+ person) This present is **for** you.

(+ period) We stayed in Toronto for five days.

from This semester lasts from January to May.

in (+ place) Trenton is **in** New Jersey.
(+ time) Halloween is **in** October.

(+ period) Please come back in twenty minutes.

in back of I think your book is **in back of** the computer.

in front of I can't find my keys. They were **in front of** the computer. In spite of We went to the beach **in spite of** the cloudy weather.

instead of Can you bring me some tea instead of coffee?

like I think that turkey tastes like chicken.

near Near the library, there is a large parking lot.

next to Nevada is **next to** California.

of What is the name of your professor?

off You should take your hat **off** your head when you enter a building.

on (+ surface) There are two maps on the classroom wall.

(+ street) My house is **on** Glenwood Drive.

since My wife and I have lived here **since** 1998. through Suddenly a bird flew **through** the window.

to I'm going to the library now.

under Your notebook is **under** the computer.

until	The class begins at 9:00 a.m. and lasts until 10:30 a.m.
up	Be careful when you walk up the stairs.
with	Please write your answers with a blue or black pen.
without	Many students prefer a book without long explanations.

Exercise 3 Some people are good with kids, but others are not so good with them. Read the sentences about Katie and children. Underline the correct preposition in parentheses. The first one has been done for you.

- 1. Katie loves kids, so she works (at, until) a day care center.
- 2. She goes (at, to) the day care center (in, at) 8:00 a.m every day.
- 3. The center is open (from, under) Monday (around, to) Friday, five days a week.
- 4. The children usually arrive (about, behind) 8:30 or 9:00.
- 5. Katie works with twenty children, so the job is not always easy (for, from) her.
- 6. (Down, During) play time, there are children everywhere.
- 7. Children often hide from Katie (in, under) the tables.
- 8. One little boy always tries to climb (down, on) top of the bookshelf.
- 9. One time he almost fell (around, off) the table. He's a very active child!
- 10. In addition, the day care center is (in, near) a busy street, so Katie has to be attentive.
- 11. (At, For) the end of the day, Katie is usually tired.
- 12. After a long work week, Katie loves to go out (against, with) her friends.

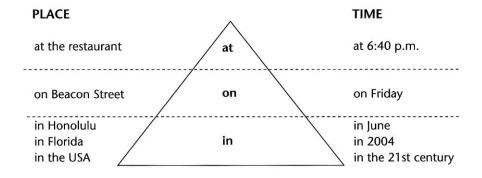
Exercise 4 Read the sentences about Katie and her weekends. Underline the correct preposition in parentheses. The first one has been done for you.

- 1. Like most young people, Katie likes to have fun (in, on) the weekend.
- 2. (After, From) being around little kids all week, Katie enjoys seeing people her own age.
- 3. Going out is more fun if you go (with, up) your good friends.
- 4. Katie and her friends usually go out to the club (at, in) 10:00 p.m.
- 5. Katie has a car and usually drives her friends (at, to) the club.
- 6. Their favorite club is downtown. It's really a great place to go (in, on) Saturdays.
- 7. (In spite of, In back of) working very hard all week, Katie manages to save a little energy for the dance floor.

- 8. The club stays open (for, until) 4:00 a.m., but Katie never stays (for, until) closing time.
- 9. Katie and her friends usually leave the club (on, before) 2:00 a.m.
- 10. She loves to laugh with her friends (to, about) all the funny people they meet during the night.
- 11. In fact, some of the people Katie meets behave exactly (like, for) some of the children at the day care center.
- 12. Some people enjoy life. These people try to have fun all (of, with) the time.

6.3 Describing Place and Time with at, on, in

Three prepositions that cause a lot of problems are *at*, *on*, and *in*. These three prepositions have many different uses, but there is an easy way to remember some of them. Study the diagram and the charts below.



	PLACES	TIMES
	very specific place, especially with the name of the place	very specific time; clock time
ΑT	at Jefferson Community College	at 10:17 a.m.
	at the Hilton	at noon
	at Pizza Hut	at midnight

	STREETS	DAYS
ON	on Kennedy Avenue	on Monday
	on Smith Street	on June 17
	on Interstate 10	on my birthday

	LARGE PLACES	LARGE TIME PERIODS
IN	in my neighborhood	in these two weeks
	in Chicago	in October
	in Illinois	in spring
	in the Northeast	in the 1970s
	in North America	in the 18th century



Exception with the parts of a day:

in the morning, in the afternoon, in the evening, at night

Exercise 5 Fill in the blanks with the correct preposition (*at, in,* or *on*) for these places and times. Then in the parentheses, write *place* or *time*. The first one has been done for you.

1. <u>in</u>	(
2	() the same year
3	() Hoover High School
4	() 1983
5	() April
6	() April 15
7	() April 15, 1983
8	() winter
9	() Miami
10	() sunrise
11	() the morning
12	() Senegal
13	() the Northern Hemisphere
14	() Disney World
15	() Wilson Road
16	() Africa
17	() your neighborhood
18	() Labor Day
19	() the M iddle East

	20 Guatemala and Mexico
	21) dawn
	22 () Los Angeles
	23 () Los Angeles International Airport
	24) California
Exercise 6	Read these sentences about Jeremy's life. Complete the sentences with <i>in, at,</i> or <i>on</i> . The first one has been done for you.
	1. Jeremy was born <u>in</u> a small town <u>in</u> Georgia <u>on</u> April 1, 1980.
	2. He lived the same small house the same little town all of his life
	until he went away to university.
	3. Jeremy's favorite class the university is geography. He loves to look at the
	globe and think about all of the different places the world where people live.
	4. The United States is located the northern hemisphere, and Georgia is
	the southeastern part of the United States.
	5. The town where Jeremy was born is so small that it isn't even the map.
	6. Some people think geography is boring, but not Jeremy. There are a lot of interesting
	websites the Internet, and TV there is a program the
	National Geographic Channel about ancient mapmakers that Jeremy watches
	Friday nights 10:00.
	7. Most people do not realize this: North America, the summer is June,
	July, and August, but South America, the summer is December,
	January, and February. That's pretty interesting.
	8. New York City and Santiago, Chile are the same time zone, but when it's
	daytime North and South America, it's nighttime China.
	9. There are so many places to go and so many things to do: see Carnival Brazil,
	scuba dive in the Great Coral Reef Australia, ride a gondola Venice,
	fall in love Paris, ride a camel to the pyramids Egypt.

- 10. Jeremy cannot wait to finish his studies ______ the university this summer and move away from the little house, _____ the same little street, _____ the same little town where he's lived all his life. _____ graduation day, he plans to open up a map of the world, close his eyes and put his finger down somewhere, anywhere in the world and go.
- **Exercise 7** Read the paragraph about Dr. Marie Curie. Find and correct the five errors with the prepositions *at, on,* and *in.* The first one has been done for you.

Dr. Marie Curie

Dr. Marie Curie was one of the most famous scientists of the twentieth century. She is known to the world for her discovery of the radioactive elements radium and polonium.



Marie Curie was born Maria

in Sklodowska at Warsaw, Poland, in

November 7, 1876. Even from a very early age, it was obvious that Marie was an exceptional child. She was able to read fluently by the time she was four years old and amazed her family with her incredible memory. In 1891, in the age of fifteen, Marie began studying chemistry and physics in the Sorbonne University in Paris. In 1901,

Marie was awarded the Nobel Prize in Physics for identifying two previously unknown

(continued)

elements. Only ten years after winning the first Nobel Prize, Marie was honored with a

second Nobel Prize in 1911, this time in chemistry. Marie Curie was the first person in

history to ever receive this honor twice.

However, because of her repeated exposure to radioactive materials, Marie

Curie died of leukemia on 1934. Through her life's work, Marie Curie made valuable

contributions to the field of science and to our understanding of radioactive elements.

6.3.1 Idiomatic Expressions with at, on, in

Here are some **idiomatic** uses of prepositions of location that you may need to memorize.

IN vs ON:

in bed (sleeping)

on the bed (sitting)

AT vs IN:

at the hospital (visiting, working)

in the hospital (a patient)

at the school (visiting, working)

in school (a student)

AT:

at home

at work

IN:

in class

Exercise 8 Read the paragraph about a gift. Circle the correct preposition in parentheses. The first one has been done for you.

The Gift

One of my first memories was when I was six years old and fell out of a tree.

I hit my head pretty badly, and I was (at, (in)) the hospital for a week. I had to stay

(in, on) bed for several days, which was pretty boring for a six-year-old. Fortunately, $\bf 2$

my uncle worked (at, in) the same hospital, so he would come and see me whenever ${\bf 3}$

my parents had to work. One morning I woke up and found a Nintendo sitting

(continued)

(in, on) the bed next to me. That was what I remember the most! I didn't have a $oldsymbol{4}$

Nintendo (at, at the) home, and I was very excited about getting one. That is when I ${f 5}$

realized that being (at, in) the hospital and playing video games all day is not so bad ${f 6}$

after all. It was certainly more fun than being (at, in) class.

7

6.3.2 Different Meanings for at, in, and on

1. Sometimes the meaning of a preposition is easy to understand.

The clerk put the shirt in a white box. The box is on the table.

In this example, in means inside something and on means on top of something.

My cousin works at Washington Bank. He works in the Accounting Department.

In this example, at means at a specific location and in means in a larger unit (for example, a department or an office).

2. Sometimes the meaning of a preposition is not clear.

I bought my car in 2005. I bought my car on my birthday.

Why do we say *in 2005* and not *on 2005*? Why do we say *on my birthday* and not *in my birthday*? (Answer: We use *in* with years and *on* with dates.)

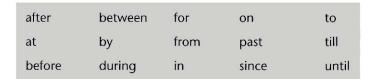
Exercise 9	Think of five examples of prepositions that confuse you. Write sentences with those
	prepositions here. Circle the prepositions that are difficult for you to understand.

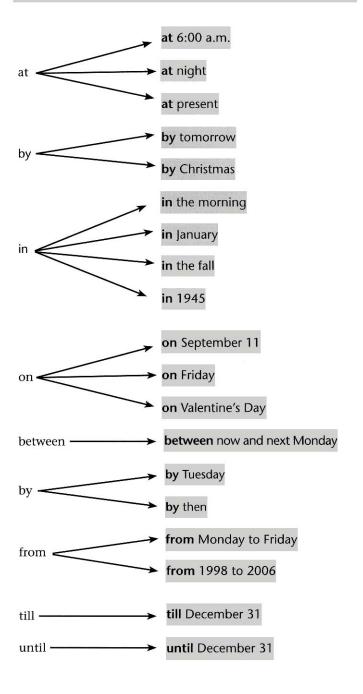
2		
3		
ł		
-		

6.4 Prepositions of Time

Prepositions can introduce time phrases. For example, we use *at* with specific times (*at 6:45 p.m.*), and we use *since* to tell the beginning of a time period (*since 1992*).

Here are some common prepositions of time.







We use *for* with a general period of time and we use *during* with the name of a period of time. We use *for* to answer the question *How long?* and we use *during* to answer the question *When?*

Incorrect: They visited France during two weeks.

Correct: They visited France for two weeks.

Correct: They visited France during the summer.

Exercise 10 Read the e-mail message about an upcoming visit. Underline the correct prepositions in parentheses. The first one has been done for you.

Pablo, Hi, Bill here . . . I'm writing to let you know my schedule for when I visit your office next week. I have a lot to do (between, from, on) now and then, so I'm sending you my 1 information now. (By, During, From) our last phone conversation, 2 you told me to send you my information a.s.a.p. Well, here it is. My flight arrives (around, between, until) 11:00 a.m., and (at, by, past) the time I get out of the airport and get a rental car, I should be at your office just (after, from, to) noon. This means that we will not see each other (at, from, in) the morning, so all of our work has to be done (at, in, since) the afternoon. I hope that we can have at least three hours to ourselves. Perhaps we can work (after, from, until) 1:00 (by, on, till) 4:00. What do you think? I hope we can accomplish a lot (for, during) these three hours.

10

(continued)

Maybe I can meet with your supervisor (at, in, on) 4:00 or 11

4:30. Do you think this is possible? Let me know. I haven't seen him (for, during) a really long time.

12

Bill

Exercise 11	Write at least six sentences (or a short paragraph) about how you spend a typical day. Use at least six prepositions of time. Circle the prepositions.

Exercise 12 Here is a weekly schedule. Fill in some of the daily activities from your routine. Then choose eight activities from the schedule and write sentences about them. Use prepositions of time (at, by, in, on, between, from, till, until). A few ideas have been suggested for you.

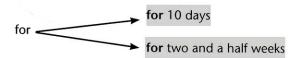
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
8:00	Wake up						
9:00		Have breakfast					
10:00	Have class	Go to the library	Have class	Work in the school mailroom	Have class		

1.	I have class at 10:00 on some weekdays.
8.	

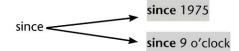
6.4.1 Prepositions of Length of Time

The prepositions for, since, and during indicate a period of time.

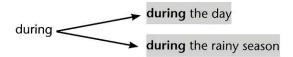
FOR Use with a quantity, or period, of time.



SINCE Use with the exact beginning of a period of time.



DURING Use with the name of a period of time.

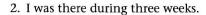


In English, "a half" comes before the time word. We say "five and a half hours," not "five hours and a half."

Exercise 13 Read the sentences about a trip to Spain. Six of them contain an error with *for, since,* and *during.* Find the errors and correct them. The first one has been done for you.

1. I went to Spain since my last vacation. I enjoyed

my time there very much.



- 3. I was there since the month of May.
- 4. During the time I was there, the weather was hot.



- 6. Unfortunately, I have not practiced my Spanish since I came back from Spain.
- 7. I would really like to return to Spain, but I want to stay during a longer period of time.
- 8. My cousin is in Spain now. He has been there for last month.
- 9. My cousin will stay there for a total of two months.
- 10. I will not visit him there for that time.

6.5 Prepositions of Direction or Movement

These prepositions indicate a movement in a direction or a specific direction.

arrive in a city, state, or country
arrive at a place (restaurant, school, work)
go to a city, state, country, place
go from a place

Do not make these common errors:

Incorrect

enter + place: She entered in the room.

go + to + place:

She went the class.

leave + place:

I will leave from the club.

return + to + place:

They returned their

country.

Correct

She entered the room.

She went to the class.

I will leave the club.

They returned to their

country.

The word *home* does not use a preposition with verbs of motion.

Incorrect:

What time did you return to home?

Correct:

What time did you return home?

Exercise 14 Read the paragraph about a trip to a foreign country. Find the eight mistakes in prepositions of direction or movement and correct them. The first one has been done for you.

Abroad

Few activities are more eye-opening and educational than traveling abroad.

When you go from your native country for another country, there are so many new things to see and experience. After you arrive in the airport, a good idea is to ask a taxi driver to suggest some local favorite attractions. The mistake that most people make when they arrive at the new country is to look for familiar things. Enjoy the differences. Why, for example, would you want to go a fast food restaurant and eat a hamburger when you can do that any day in your home town? Try some delicious traditional cuisine instead. Here is a hint: if you already recognize every item on the

menu, don't even enter in the restaurant. Go to the places where you find mostly

local people. Another travel tip is to try walking when you have to go for one place

(continued)

to another. Cars are faster, but you see more on foot. By taking in some of the native

sights and sounds, when you leave from the new country and go back to home, you

will have some new memories to treasure.

6.6 Prepositions in Combination

Prepositions can be used to indicate place, time, and direction. In addition, prepositions can be used with certain nouns, verbs, and adjectives. You need to memorize these combinations and practice them in your writing and conversation.

6.6.1 Prepositions and Nouns

Some prepositions are used before certain nouns: in trouble

Some prepositions are used after certain nouns: a question about

There is no rule to explain these combinations. You must memorize them.

Preposition + Noun

at at home at present at war at work

in in a hurry in danger in debt in love in shape in trouble

on on vacation on sale on your mind

Noun + Preposition

aboutconfusion abouta question aboutinexperience inan interest in

for an excuse for a need for a reason for

of take advantage of the middle of with experience with a problem with

to answer to a decision to

If you use a verb form after a preposition, the verb must end in -ing. (This form is called a gerund, which is a verb form used as a noun. Here it is an object of the preposition.)

Incorrect: Do you have any interest in *go* to the lake with us on Saturday?

Incorrect: Do you have any interest in to go to the lake with us on Saturday?

Correct: Do you have any interest in going to the lake with us on Saturday?

Exercise 15	Underline the correct prepositi	ion. Tl	he first one has been done	for	you.
	1. (<u>on</u> , to) sale	7.	(for, in) danger	13.	experience (on, with)
	2. a reason (at, for)	8.	an answer (of, to)	14.	(at, in) love
	3. a decision (of, to)	9.	an excuse (for, with)	15.	(at, in) work
	4. (at, for) present	10.	(at, in) war	16.	(in, on) vacation
	5. take advantage (of, with)	11.	(at, in) a hurry	17.	a problem (for, with)
	6. a question (about, at)	12.	confusion (about, for)	18.	(in, on) your mind
Exercise 16	Fill in the correct preposition v sentence about Kevin, an image 1. an excusefor: Keying in the correct preposition v sentence about Kevin, an image in the correct preposition v sentence about Kevin, an image in the correct preposition v sentence about Kevin, an image in the correct preposition v sentence about Kevin, an image in the correct preposition v sentence about Kevin, an image in the correct preposition v sentence about Kevin, an image in the correct preposition v sentence about Kevin, an image in the correct preposition v sentence about Kevin, an image in the correct preposition v sentence about Kevin, and image in the correct preposition v sentence about Kevin, and image in the correct preposition v sentence about Kevin, and image in the correct preposition in the correct p	ginary	bad student. The first one	has	been done for you.
	2. have an interest	_:_			
	3. take advantage	_:_			
	4. have a problem	_:_			
	5. give a reason	:			
	6. agree with the decision				
	7. have a need:				
	8. was some confusion		_:		

6.6.2 Prepositions and Verbs

Some prepositions are used after certain verbs: listen to, wait for, complain about You must memorize these verb and preposition combinations.

Incorrect: I complained the homework. (Problem: no preposition)

Incorrect: I complained for the homework. (Problem: wrong preposition)

Correct: I complained about the homework.

If you use a verb form after a preposition, the verb must end in -ing. (This form is called a gerund, which is a verb form used as a noun. Here it is an object of the preposition.)

Incorrect: I complained about do the homework.

Correct: I complained about doing the homework.

Here are some common preposition and verb combinations.

verb + about	verb + for	verb + to	verb + with
ask about	apologize for	agree to	agree with
complain about	ask for	be accustomed to	argue with
dream about	look for	be used to	disagree with
forget about	study for	belong to	
talk about	thank (someone) for	explain (something) to	
think about		give to	
think about worry about	verb + on	give to introduce to	
	verb + on count on	3,	
		introduce to	
worry about	count on	introduce to listen to	

Exercise 17 Read the sentences about a special gift that Mark received. Locate the verb and preposition combinations. Draw two lines under the verb and circle the preposition that goes with that verb. The first one has been done for you.

- Mark had a great surprise yesterday
 when his grandmother gave a computer
 - (to) him because it was his birthday.
- Mark thanked his grandmother for the great gift that she gave him for his birthday.



- 3. For a long time, Mark had dreamed about getting a computer, so he was extremely happy.
- 4. At first, Mark's grandmother thought about a gift card from a store.
- 5. However, she changed her mind because one day she saw Mark looking at computers in a newspaper advertisement.
- 6. She spoke to Mark about why he wanted a computer.
- 7. Mark thought about her question, and then they discussed his reasons.
- 8. Mark was impressed that his grandmother spent at least an hour with him and listened to his reasons.
- 9. Mark explained that most students today depend on computers to help them with their homework.
- 10. Mark's grandmother agreed with him that computers are important for school.
- 11. In addition, Mark explained that most of his friends had their own computers, so he looked forward to having his own computer.
- 12. Mark can never again complain about not having a computer.

Exercise 18	Fill in the correct preposition with the verb. Then write an original sentence with each
	phrase. The first one has been done for you.

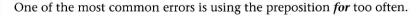
1.	be accustomed	:	I am accustomed to sleeping late on Saturdays.
2.	agree	:	
3.	count	.;	
4.	forget	:	
5.	argue	:	
6.	worry	:	

7.	thank	
8.	belong	:

6.6.3 Prepositions and Adjectives

Some prepositions are used after certain adjectives: excited **about** You must memorize these preposition and adjective combinations.

adjective + of	adjective + by	adjective + for	adjective + with
afraid of	bored by / with	bad for	all right with
guilty of	embarrassed by	good for	familiar with
proud of	frustrated by / with	ready for	O.K. with
sure of		necessary for	pleased with
tired of	adjective + to		satisfied with
	confusing to	adjective + from	
adjective + about	important to	different from	
angry about / at	married to	divorced from	
concerned about	opposed to		
excited about	related to	adjective + in	
happy about / with	similar to	disappointed in / with	
sorry about / for		interested in	
worried about			



Incorrect: We are happy for the professor's decision.

Correct: We are happy **about** the professor's decision.

If you use a verb form after a preposition, the verb must end in -ing. (This form is called a gerund, which is a verb form used as a noun. Here it is an object of the preposition.)

Incorrect: We are worried about fly to New York in January.Correct: We are worried about flying to New York in January.

xercise 19	Use these adjectives with the correct preposition combination to write original sentences about yourself. Remember to use a gerund (verb ending in <i>-ing</i>) if you use a verb after the preposition.				
	1. interested				
	2. tired				
	3. ready				
	4. satisfied				
	5. excited				
	6. afraid				
	7. worried				
	8. similar				
	9. happy				
	10. frustrated				
	11. different				
	12. opposed				

Exercise 19

Exercise 20 Read the letter from a student to her professor. Find the twelve errors with prepositions and correct them.

Dear Professor:

Tomorrow my English class starts, and I am excited for that. I have a question for my son. My son is 15 years old. He is in vacation here at the United States now, but he has to return Peru on February. He will be here during only a short time, and I would like to invite him to our class. Is this all right for you?

If you agree for this plan, I will tell him. He speaks a little English, but he needs to practice more. I think this class is good for him. Is that possible? If you say it is okay, he will come the class with me tomorrow.

I want to thank to you for your help. I am so happy for this wonderful opportunity

Sincerely,

Ana Fernandez

for my son and myself.

■ GUIDED WRITING

- **Exercise 21** Read the paragraph below. Rewrite it by making the eleven changes listed. Careful: You may have to make other changes, including adding prepositions and changing verb forms.
 - 1. Change all contractions to their full forms.
 - 2. Add this idea to the second sentence.
 - 3. Add hear to the third sentence.
 - 4. Connect the two sentences that talk about my life.

- 5. There are two sentences about the writer's father and two sentences about the writer's mother. Add two more sentences about another family member. Follow the writer's pattern of a statement and a question. In your statement, use the word *frustrated*.
- 6. Add the adjective current in front of the word questions.
- 7. Add a verb form after the phrase interested in.
- 8. Add an adjective in front of the word *English* in the third to last sentence. Use an adjective that has a negative meaning.
- 9. Change the word soon to May.
- 10. After the word ready, add the phrase whatever life brings me.
- 11. Give your new paragraph a good title. Your title should represent the main idea of the whole paragraph, not just one specific idea.

I am a student, so people tell me all the time how lucky I am because I don't have any problems. I disagree. I'm tired of this opinion. My life is not so simple. My life is not so carefree. I think about my family all the time. I am worried about my father. Will he keep his job? I'm concerned about my



£)
mother. Will she remember to take her medicine? I also worry about school. Will I pass
my classes? Will I really improve my English? When will I be able to understand native
speakers? In addition to these questions, I wonder about my future. I'm interested in a
job at the bank, but can I really do this with my English? I will graduate soon, so I have
to be ready. Yes, I'm a student, but my life is not as easy as people think.

(continued)

granaman				
-				
-				
-				
-				
h-				out the state of t
C	H	APTER QUIZ		
Part	t 1:	Synthesis. Circle the letter of the correct answ	vei	r.
1.	Wh	en Sammy started his studies Rice Uni	ive	ersity, he chose biology as his
		ege major.		6,
	A.		ŀ	by
	В.	in D.		on
2	Car	n you explain his question the subjec	~+?	
2.	A.	2		
	В.	about D.		in
3.		professor comes to school bike. I see h		
	A.			
	В.	in D.		on
4.	Wi	nters Washington, D.C., are not so co	olc	d. In fact, it does not snow very
	ofte	en.		
	A.	at C.		by
	В.	in D.		on
5.	-	the Civil War, thousands of soldiers we	re I	killed.
	A.	At C.		Ву
	В.	In D.	9	On
6.	Wh	nat time did your plane land Miami l	ĺnt	ternational Airport?
				by

D. on

Exercise 22

B. in

Part 2: Error Correction. One of the four underlined words or phrases is not correct. Circle the letter of the error and correct it in the space provided.

7.	In the U.S. the state with the mos	st <u>people is California</u> . Other l	J.S. states with large
	A	В	С
	populations include New York an	d Pennsylvania in the Northe	ast.
		D	
8.	Marie Curie <u>was exceptional</u> child	· · · · · · · · · · · · · · · · · · ·	y by the time she
	was four years old and amazed he	er family with her incredible n	nemory.
	С	D	
9.	Unfortunately, Larry <u>not come</u> to	class yesterday because he <u>ha</u>	ad a cold. I think he
	is feeling better today.		
	D		
10.	In the age of fifteen, Marie began	studying chemistry and phys	ics at the Sorbonne
	A	В	
	University in Paris.		-8
	D		

ORIGINAL WRITING

Exercise 23 On a separate sheet of paper, write an original paragraph (eight to twelve sentences) about your future plans. Be sure to discuss what you want to do and why. What opportunities and problems can you see? Give specific examples. In your paragraph, use at least eight of the nouns, verbs, or adjectives and their prepositions from this chapter. Underline these words.



Adjectives

Adjectives describe. As you learned in Chapter 1, they describe nouns and pronouns. In this chapter, you will review different types of adjectives, alone and in combination with other words, and how they can improve your writing.

7.1 Placement of Adjectives

Adjectives are a very common part of speech in English. They add description and details to a topic. Adjectives can describe physical characteristics (*big, heavy, Japanese*) or explain more abstract concepts (*important, hungry, difficult*).

Adjectives generally occur in two places in the sentence. The first place is before a noun, and the second place is after the verb *be*.

Before noun:

She bought a green sweater.

After be:

The sweater is green.

Before noun:

Monica always needs a strong cup of coffee in the morning.

After be:

The coffee was strong.

The server is a server of the server of the

Do not put an adjective after a noun. Adjectives go before nouns.

Incorrect:

She bought a sweater green.

Correct:

She bought a green sweater.

Adjectives can also be used after verbs that are similar to the verb *be*, such as *feel*, *seem*, and *appear*. (These special verbs are called linking verbs.)

My friend does not seem intelligent, but in fact he is a genius!

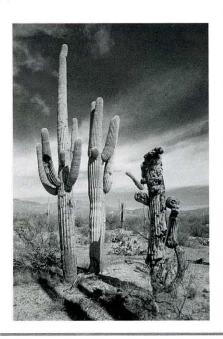
Exercise 1 Read the paragraph about the desert. Underline the twelve adjectives. The first one has been done for you.

Desert Life

The desert is a <u>beautiful</u> place to visit.

From a distance, the desert may look dry and brown, but if you look closely, the desert is full of life! Many animals live in the desert although it is difficult to see them. If you look carefully, you can see tiny scorpions, poisonous snakes, and even wild rabbits.

There are various things to explore in the desert, from the unique plants and animals to the sandy dunes.



Exercise 2 Read the following paragraph describing a particular house. Write any appropriate adjectives in the blanks. The first one has been done for you.

The House on the Corner					
There is a house on the corner of my street. It is					
and white, with windows and a					
front door. The house sits on more than one acre of land,					
and it is surrounded by bushes and					
5					
trees. The lawn is perfectly, like a					
carpet. I love to walk by this house!					

7.2 Adjective + Preposition Combinations

Adjectives do not always occur independently in sentences. Sometimes they are paired with prepositions. (See Chapter 6 for a review of prepositions.) It is important for you to learn these *adjective* + *preposition* combinations.

They are **interested in** sports.

The thief was guilty of the crime.

Try to remember these *adjective* + *preposition* combinations because they are not interchangeable.

adjective + of	adjective + for	adjective + about	adjective + to
*ashamed of	famous for	anxious about	*accustomed to
aware of	responsible for	enthusiastic about	
capable of	sorry for	serious about	
fond of			
guilty of	adjective + with	adjective + in	
proud of	*pleased with	*interested in	
sick of	happy with		
*tired of			

All of these *adjective* + *preposition* combinations are followed by a noun.

I eat hamburgers for lunch every day. I am **tired** of the same food.

ADJ + PREP + NOUN

If the word after the preposition is a verb, you must use the -ing form of the verb. (This -ing form of the verb is actually a noun and is called a gerund. Gerunds always end in -ing.)

I eat hamburgers for lunch every day. I am tired of eating the same food.

ADJ + PREP + NOUN (gerund)

Do not use the base form of a verb after a preposition. You must use the gerund (-ing) form.

Incorrect: Are you interested in go to the store with us?

Correct: Are you **interested in** *going* to the store with us?

Incorrect: Are you accustomed to drive this car?

Correct: Are you accustomed to driving this car?

^{*}Adjectives that end in -ed are called participial adjectives. You will learn more about them in Section 7.4.

Exercise 3 Read the paragraph about education. Underline the ten *adjective* + *preposition* combinations. Circle the nine gerunds that follow prepositions. The first two have been done for you.

Education



Most college students are <u>aware of</u> the importance of education. However, many college students are <u>famous for</u> <u>avoiding</u> academic activities at all costs. It seems that some young people are not interested in learning. After many years in school, students get a little tired of studying every day. Young adults should remain serious about completing their studies. Everyone is capable of achieving great things, but it takes a lot of hard work. Unfortunately, some young people are not always enthusiastic about working hard. Remember, students must be responsible for shaping their futures. Many people are guilty of not studying hard while in college. Don't grow up to be one of those people who is ashamed of wasting his or her college days. Use this important time wisely. There is plenty of time to relax later.

Exercise 4	Complete each sentence by writing an adjective in the space provided. Refer to the list of adjective + preposition combinations on p. 139. Hint: Study the preposition in the sentence to help you choose an appropriate adjective. The first one has been done for you.
	1. I am of getting an A+ on the final exam! I studied very hard
	for it.
	2. I am for making cookies. Everyone in my hometown knows
	about my excellent cookie recipes.
	3. I am about going to the dentist tomorrow. I am afraid that my
	dentist will find more cavities on my teeth.
	4. I am in seeing the new horror movie this weekend. In fact,
	I have a collection of scary movies on DVD.
	5. I am very of eating the food in the cafeteria! The cooks <i>always</i>
	cook the same food!
	6. I am to going to school early. I don't need an alarm clock
	because I wake up at 5:30 every day.
	7. I am about going on a diet. My clothes don't fit me anymore.
	It's time to lose weight.
	8. I am of leaving the door unlocked.

Be + Adjective Combinations 7.3

One common sentence pattern in English is with the verb be + adjective. (See Chapter 8 for more information.)

Josh is afraid of spiders.

BE ADJ

Some be + adjective combinations can be followed by infinitives. Remember: an infinitive form is the word to + the base form of the verb. Every verb has an infinitive form. To swim, to eat, to live, and to be are all examples of the infinitive.

Evelyn is afraid to touch spiders.

BE ADJ INFINITIVE

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Here is a list of adjectives that are commonly followed by an infinitive.

afraid	*disappointed	happy	*scared
*amazed	eager	lucky	sorry
angry	*encouraged	*pleased	upset
anxious	*excited	*prepared	willing
*astonished	*fascinated	proud	
careful	fortunate	ready	
curious	*frightened	reluctant	
*determined	glad	sad	

Exercise 5 Rewrite the following sentence parts about camping in correct sentence order. Circle the be + adjective + infinitive combinations. Hint: Look for the capitalized word to start your sentence. Look for end punctuation to finish it. The first one has been done for you.



1. an invitation to go camping / I was pleased to accept / with some friends from work.

I (was pleased to accept) an invitation to go camping with some friends from work.

2. I was / anything about camping. / to go, but I didn't know / curious

Felix was ready to move into a bigger apartment.

^{*}These adjectives are called participial adjectives. They are formed by adding -ed or -ing to a verb. You will learn more about them in Section 7.4.

We were excited to hear the news!

	3. professional campers, / to travel with them. / Because my friends are / I was happy
	4. that I didn't own a backpack. / to discover / My friends were surprised
	5. during this short weekend trip. / to watch everything they did / I was careful
	6. I was eager / Once the car was packed, / to begin the journey.
	7. all of their camping secrets. / During the trip, / to teach me / my friends were determined
	8. I am very proud / a great job on my first camping trip. / to say that I did
7.4	Participial Adjectives Unlike other adjectives, participial adjectives come from verbs. The two forms of participia
	adjectives from regular verbs are:
	present participle (VERB + -ing) exciting
	past participle (VERB + -ed)* excited
	*The past participle of regular verbs ends in <i>-ed</i> : work, worked, worked. However, there are many irregular verbs: choose, chose, chosen. The chosen candidates appeared on television.

This is how participial adjectives are used in sentences:

present participle: That laughing man is my cousin. (= He is laughing now.)

past participle: I do not like burned toast. (= Someone burned the toast.)

Hint: To identify a participle as an adjective, try substituting another adjective in its place.

That **laughing** man is my cousin. \rightarrow happy \rightarrow That happy man is my cousin.

I don't like **burned** toast. \rightarrow **black** \rightarrow I don't like **black** toast.

Uses of Participial Adjectives

1. The (present) participial adjective, with an *-ing* ending, gives information about the noun.

Tessa got some **surprising** news when she saw the lottery numbers on television. (*Surprising* describes the type of news it was. She was not expecting the news.)

I saw an **interesting** movie. (The movie causes interest.)

Bill Smith's latest novel is **depressing**. (*Depressing* describes what type of book it is.)

2. The (past) participial adjective, with an -ed ending, describes the receiver of the action.

The surprised lottery winner began to cry when she received her check.

My uncle is an **interested** television viewer. (Television programs interest him.)

I was depressed after I read Bill Smith's book. (The book made me feel sad.)

Exercise 6 Read the sentences about eating a better diet. Underline the participial adjectives. The first one has been done for you.

- Recent statistics on obesity and poor health are frightening.
- Most people are interested in maintaining a healthy lifestyle, but changing eating habits is never easy.
- Healthy food does not necessarily mean boring food.
- Many people decide to change their lifestyles because of some embarrassing situation they had.
- People can do many things to stay in shape.
 They can join a gym, buy new aerobics shoes,
 and, most important, eliminate fattening food
 from their diet.





- 6. Most people start a new diet with amazing enthusiasm, but it is very difficult to stay in this new routine.
- 7. Having a healthy body is a very motivating factor for many people.
- 8. With so many different diets available today, some dieters are confused.
- It is important to consult a doctor or nutritionist. You can feel relaxed because you are in the hands of a professional who will guide you through this challenging experience.
- 10. It is very exciting to know that after only a few weeks of dieting and exercise, a person can see significant improvements physically.

Exercise 7 Read the paragraph about the difficulties involved in moving. Circle the correct form of the word in parentheses. The first one has been done for you.

Moving

Moving into a new house or apartment can be (excited / exciting)) as well as (tired / tiring). Many people become (frightened / frightening) at the idea of putting 2 all of their worldly possessions into boxes and moving them to the other side of the world—or even the other side of town. It's important to look for a new home in an (interested / interesting) area of town. You will be more (motivated / motivating) to 4 5 get moved into the new place quickly. Try to sell or throw away anything that you don't absolutely need. It's bad luck to fill up your new home with old junk. You will be (surprised / surprising) by all the useless items that can be eliminated during the moving process.

7.5 Adjective Clauses

As we have seen, adjectives may take the form of single words or phrases. Another way to add details to a sentence is to use an adjective clause. (See more about adjective clauses in Chapter 9.)

A simple adjective clause has a relative pronoun (that, which, who, whom) followed by a verb and sometimes an object. An adjective clause describes the noun(s) that comes before it.

ADJ CLAUSE

Minestrone is a thick soup that contains vegetables.

NOUN REL PRONOUN VERB OBJ

This sentence was formed from two sentences:

(1) Minestrone is a thick soup. (2) The soup contains vegetables.

Notice how the information "soup" is found in both sentences.

To form adjective clauses, the repeated information is replaced by a relative pronoun. If the information is a thing, we use *which* or *that*.

(1) The girl is my best friend. (2) The girl lives next door.

In these sentences, the repeated information is "girl." To form the adjective clause, we use the relative pronoun *who* and embed the second sentence into the first.

ADJ CLAUSE

The girl who lives next door is my best friend.

Remember to use *that* or *which* for things. (*That* is more common.) Use *who* or *that* for people. (*Who* is preferred.)

Exercise 8 Match two sentence parts to form complete sentences. The first one has been done for you.

Professions

1. Marketing is a field	a. who assist passengers on an airplane.
2. Doctors are professionals	b. that produces high-tech, hand-held equipment.
3. Translators are people	c. that deals with selling products.
4. Microtechnology is the field	d. that examines important dates, people, and cultural events of the past.
5. Interior design is a career	e. who studies animals.
6. A zoologist is a person	f. who need to know two languages very well.
7. Flight attendants are people	g. that requires knowledge of decoration and color combinations.
8. History is a field of study	h. who care for sick people.

Exercise 9 The following vocabulary words are items commonly found in a drugstore. Choose five of the words or phrases in the box and write a short definition for each, using an adjective clause. Circle the adjective clauses. The first one has been done for you.

aspirin

3. _____

fashion magazine

1

2

1

		chewing gum	candy bars	laundry detergent	pencils	
1.	As	pirin is a medicine (tha	nt helps reduce h	neadaches.)		
2						
2.						

paperback novel

lipstick

.

Exercise 10 Read the paragraph about an exotic fruit. Look for nine errors in adjective placement, prepositions, gerunds, participial adjectives, infinitives, and relative pronouns. Find and correct the errors. Hint: The numbers in the left margin tell you how many errors are in each line.

A Strange South American Fruit

I am a person which is fond of both cooking and eating. I thought I knew everything about food, but this was not true. I am also the kind of person who is interested in try new foods and dishes ethnic, so I travel a lot in search of exotic cuisine. During one of my culinary adventures through South America, I was amazing to discover something that I had never heard of. I was completely astonished to find something so delicious! What was this new food? It is a fruit called the cherimoya, and it is absolutely delicious. The best way to describe

(continued)

a cherimoya is to say that it is a combination of an apple and a honeydew melon. A ripe cherimoya is a lumpy fruit that is the size of a small melon. It has a soft green skin who is fuzzy to the touch. I am not afraid for try new things, so when I saw one in the market, I wanted to taste it. It is surprising that such a fruit ugly can be so delicious. The fruit seller was happy to see my reaction. The inside of the fruit is soft and white, and it has dark seeds. The flavor is difficult to describe, but I can say that I will never get tired of it. The cherimoya is soft and sweet. I was delighted to discover such a rare and delicious new fruit but sad that I could not bring one back with me. I had to leave my excited new fruit what I found in South America, but I will always have my memories (and pictures) of the cherimoya.

GUIDED WRITING

- **Exercise 11** Read the paragraph below. Rewrite it by making the eleven changes listed here. Careful: You may have to make other changes.
 - 1. Omit the phrase in college.
 - 2. Change Jan Schwartz to David Schwartz.
 - 3. Replace the adjective *engaging* in sentence three with another adjective.
 - 4. Combine sentences two and three with a coordinating conjunction (for, and, nor, but, or, yet, so).
 - 5. Add an adjective clause that tells the following information about the chapters: *The chapters are in our textbook.*
 - 6. Add an adjective clause that tells the following information about the comprehension questions: *The questions are at the end of each chapter.*
 - 7. Change the time of the quizzes from every week to every other week.
 - 8. Change the phrase but the quizzes to but these quizzes.

2

1

2

- 9. Remove all contractions.
- 10. In the last sentence, add an adjective to describe this professor.
- 11. Add a final sentence to the paragraph using the future tense.

My Favorite Class
My sociology class in college is my favorite class. Professor Jan Schwartz teaches
the class. Her lectures are engaging. She is knowledgeable about the subject matter,
and she is more than happy to help us if we have questions. The reading for the
class is interesting. The chapters are easy to read, and the comprehension questions
are varied. Professor Schwartz gives us a quiz every week, but the quizzes aren't
difficult if we read the material. I truly enjoy this class, and I hope to take another
class with this professor next semester.
-

CHAPTER QUIZ

Exercise 12 Part 1: Synthesis. Circle the letter of the correct answer.

1	Erro	ryone thinks that that is mine, b	.,+ i+	belongs to my sister
1.				green car old
	A.	car old green		ŭ
	B.	old green car	D.	old greens car
2.	Mel	lissa's parents were very proud he	er. Sh	ne graduated from college with
	hor	nors.		
	A.	in	C.	about
	B.	for	D.	of
3.	Nol	body from my class was interested	_ to	the park. They said the weather was
	too	cold.		
	A.	in to go	C.	in go
	B.	in going	D.	by going
4.	Is e	veryone ready? It's late, and I wa	nt to	get home before it gets dark!
	A.	to leave	C.	leave
	B.	for leaving	D.	for to leave
5.	Lor	raine got some news yesterday.		
	A.	surprised very	C.	very surprising
	B.	very surprised	D.	surprising very
6.	Op	era is a style of music in Italy.		
	A.	who beginning	C.	that beginning
	B.	began	D.	that began
Par	t 2:	Error Correction. One of the four underli	ined	words or phrases is not correct. Circle
the	lett	er of the error and correct it in the space p	orovi	ded.
7.	Th	at screaming baby are giving me a headacl	ne. I	want to change our seats before the
		A B		C D
	pia	ne takes off.		
8.		en't you tired in waiting for spring? Why		
		A B C ather is perfect all year round?	D	

Э.	A	B used	C (ake a quiz ev	very week. <u>It's just</u> too much work. D
10.	Have you seen	the <u>int</u>	eresting sculpture A	e in the park? I heard that it was created by a

ORIGINAL WRITING

On a separate sheet of paper, write a paragraph (five to eight sentences) about your favorite food. Begin by defining the food. (Use an adjective clause in the definition. Example: Lasagna is a pasta dish that is made with several layers of lasagna noodles.) Include any particular memory you have about this food. For example, can you recall when you first ate this food? (The first time that I ate XYZ was when . . .) Use participial adjectives and adjective + preposition combinations. Underline all the adjectives in your paragraph. Circle the participial adjectives and put two lines under the adjective + preposition combinations that you studied in this chapter.



Sentence Patterns with Verbs, Adjectives, and Adverbs

You learned in Chapter 1 that each word in a sentence has a specific function, or part of speech. In this chapter, you will practice different sentence patterns with these parts of speech.

8.1 Sentences with be

The verb *be* is the most commonly used verb in the English language. Study the following sentence patterns that use the verb *be*.

8.1.1 Subject + be + Complement (noun)

In this sentence pattern, the subject (before the verb) and the complement (after the verb) are the same thing. The verb *be* is like an equal (=) sign between them.

My mother is a teacher at our local middle school.

SUBJ BE COMPLEMENT mother = teacher

Mr. Jones was the bank president for twenty years.

SUBJ BE COMPLEMENT
Mr. Jones = president

Paris is the capital of France.

SUBJ BE COMPLEMENT Paris = capital

The reason that we selected this hotel for the meeting is the price of the room.

SUBJ reason **BE COMPLEMENT**

= price

exercise i	Materiale two sentence parts to form comp	nece sentences. The hist one has been done for you.
	f 1. Literature class is	a. my favorite sport.
	2. I am	b. my good friends.
	3. California is	c. a talented pianist.
	4. My classmates are	d. college sweethearts.
	5. My mother and father were	e. the state where I live.
	6. Soccer is	f. my first class in the morning.
Exercise 2	a form of the verb <i>be</i> and a complement.	ples, complete the following sentences, adding The first one has been done for you.
	2. Karate	
	7. McDonald's	
	9. The Titanic	
	10. Princess Diana	
	20, 1111000 211111	8
8.1.2	Subject + be + Adjective	
	An adjective after the verb <i>be</i> is a common the subject.	n sentence pattern. The adjective describes
	The children were hungry after the SUBJ BE ADJ	neir field trip to the state park.
	Our company's software enginee	
	SUBJ Linda's hairstyle is unique .	BE ADJ
	SUBJ BE ADJ	

Exercise 3 Read the paragraph about food poisoning. Underline the subjects and circle their corresponding adjectives. There are six. The first one has been done for you.

Food Sickness

was very (ill) yesterday. I went to a restaurant with some friends the other night, and we all had fish. When I woke up yesterday, I was sweaty and had a fever. I called my friends, and they were sick, too. I could not eat anything! My brother was worried about me, so he called our family doctor. The doctor told him that I had food poisoning. He also said that it usually lasts between twenty-four and forty-eight hours. My brother made me some tea and dry toast and forced me to eat. I was dehydrated, so I had to drink plenty of water. Today I am better, but I did not go to work. I cannot believe that I suffered so much just from eating a piece of fish!

Exercise 4 Choose a famous person, such as an actor, a politician, or an athlete. Write five sentences about that person, using adjectives to describe him or her. Use the *be* + adjective pattern in your sentences. Circle the adjectives you use.

Famous Person:		
1		
2		
3		ä P
4		
5		

8.1.3 Subject + be + Prepositional Phrase

We often add a prepositional phrase to a sentence when the verb *be* is the main verb. This type of sentence generally answers the question *where*?

The library books
SUBJ BE prep phrase

Tammy is in the park today.

SUBJ BE PREP PHRASE

The city of Key West is near Cuba.

SUBJ BE prep phrase

Exercise 5 Read the paragraph. Underline all of the *be* verb + prepositional phrase combinations. There are five. The first one has been done for you.

Wedding

My best friend Magda is getting married next week. She <u>is from Hungary</u>, and I have known her for five years. She and her boyfriend met in college. They were in the same freshman English class. Magda and Mike also lived in the same apartment complex, so they saw each other all the time. They asked me to be the maid of honor, so I will be in the wedding. Both Magda and Mike are so excited about next week! I am, too. They have spent a lot of time and money to prepare for the wedding. Yesterday the three of us were in my driveway, talking about all of their good and bad times. It is hard to believe that next weekend they will be on their honeymoon.

Exercise 6 Choose six phrases from the box as subjects and write sentences using the verb be + prepositional phrases. The first one has been done for you.

The teacher

My backpack

	The light switch	My textbook	My pen	My classroom
1.	The teacher is in the fr	ont of the classro	om.	
2.				
3.				
4.				
5.				

The blackboard

My friend

8.1.4 Subject + be + Present Participle (verb + -ing)

In this sentence pattern, you combine the verb *be* with a present participle to form the progressive tense. (See Chapter 2 for more information on the present progressive and past progressive tenses.)

The students are studying for the final exam right now. (present progressive)

BE + present participle

The members of the United Nations were discussing a trade embargo. (past progressive)

SUBJ

BE + present participle

Exercise 7 Read the paragraph about a student named Michael. Change the underlined verbs to be + present participle. The first one has been done for you.

Mastering New Vocabulary

Michael sits in class. He listens to his teacher explain vocabulary. He writes

the information in his notebook. Michael tries to understand every word, but it is

difficult. Tomorrow he takes a test on these vocabulary words. In fact, he and his

classmates meet after class for a study session. Michael improves his vocabulary

day by day.

Exercise 8 Read the paragraph about the city of Florence, Italy. Complete the sentences with appropriate words using the forms indicated in parentheses. The first one has been done for you.

Florence



Florence, Italy,	is a popular city
	1
(<i>be</i> + complement). Florence is in the	he Tuscany region, which is the northwestern
part of Italy. Florence	
part of Mary, Florence	2
(be + adjective) because it has so ma	any museums and parks to visit. The famous
Uffizi Museum is in the center of to	own. Within walking distance of the museum,
tourists can see the most famous of	f Michelangelo's sculptures, the David. David
3	(be + adjective) because of his

(continued)

anatomical features. Another interesting place to visit is the Ponte Vecchio, or
Old Bridge. The Ponte Vecchio
(be + prepositional phrase), so tourists can easily walk there from the main
train station. Thousands of people walk over the bridge every day. The bridge
(<i>be</i> + complement) and contains
many small shops where people can buy jewelry. All in all, the attractions in
Florence (<i>be</i> + adjective), historic,
and memorable.

8.2 Sentence Patterns with Transitive and Intransitive Verbs

8.2.1 Subject + Verb + Object (transitive verbs)

One of the most basic sentence patterns in English is Subject + Verb + Object (S + V + O)

Subject	Verb	Object
Kenny	likes	pizza.
Lisa	is taking	the medicine.
The child	caught	the firefly.

In all of the above examples, the verb must have a direct object that answers the question "What?" or "Who?" Verbs that need objects are called **transitive verbs**.

Kenny likes what? Kenny likes pizza.

Lisa is taking what? Lisa is taking the medicine.

The child caught what? The child caught the firefly.

If you write a sentence using a transitive verb and leave out the object, the sentence is wrong. It is unfinished and does not make sense.

Incorrect: Kenny likes. (What does Kenny like?) Who does Kenny like?)

Incorrect: Lisa is taking. (What is Lisa taking?)

Incorrect: The child caught. (What did the child catch?)

Exercise 9 Read the sentences. Underline the subject and put two lines under the verb. Then write an appropriate object in the blank. The first one has been done for you.

1.	At my school, students use	reference books	to help them study better
1.	At His school, students use _		to help them study bette

- 2. Before going to work, Cathy wrote ______.
- 3. I study _____ whenever I have some free time.
- According to my professor, college students should read _____

 every day.
- 5. I changed my ______ because the information was too difficult.
- 6. The teacher gave ______ this morning.
- 7. I cannot check out books from the library. I don't have _____.
- 8. Over the weekend, Professor Smith finally corrected ______.

8.2.2 Subject + Verb (intransitive verbs)

Intransitive verbs have the pattern S + V and do *not* take a direct object.

Lisa complained.

SUBJ VERB

We fell into the pool.

SUBJ VERB (prepositional phrase)

I am working diligently.

SUBJ VERB (adverb of manner)

Notice that if there is additional information after the main verb, it is *not* a direct object.

Some verbs are always transitive, some verbs are always intransitive, and some verbs can be transitive or intransitive. Your dictionary probably marks verbs as vt, vi, or v to indicate these three possibilities.

transitive: Gerry eats hamburgers.

SUBJ VERB OBJ

intransitive: Gerry eats in the cafeteria.

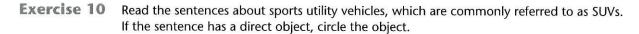
SUBJ VERB (prepositional phrase)

transitive: The students are studying Latin.

SUBJ VERB (

intransitive: The students are studying.

SUBJ VERB



1. Sports utility vehicles (SUVs) cost a lot of

money

- 2. They are very popular, however.
- 3. Five SUVs are in the parking lot right now.
- 4. SUVs use lots of gasoline.
- Carolyn doesn't have enough money to buy an SUV.
- 6. Hummer makes three types of SUVs.
- 7. We are taking our SUV on vacation next month.
- 8. Have you ever driven an SUV?



Exercise 11	Write seven sentences about your typical day, beginning with when you wake up. Try
	to use at least one example of each of the following: be + complement, be + adjective,
	be + prepositional phrase, transitive verb, intransitive verb.

1.	
2.	
3.	
4.	
5.	
6.	

8.3 Sentence Patterns with Adverbs

It is important to know where to place adverbs in sentences. Different types of adverbs are placed in different places.

8.3.1 Adverbs of Manner

As you know from Chapter 1, **adverbs** modify verbs. **Adverbs of manner** give extra information about the verb. They help describe how an action takes place.

Sherry sang the song beautifully. (explains how Sherry sang)

The newscaster speaks clearly. (explains how the newscaster speaks)

I finished the test quickly. (explains how I finished the test)

Note that most adverbs of manner are formed by adding the suffix -ly to an adjective. Three common adverbs of manner that do not have the -ly ending are:

well: The athletes ran the marathon well.

fast: My French teacher talks too fast.

hard: You have to study hard in chemistry class if you want to pass the final

exam.

Placement of Adverbs of Manner

With transitive verbs (verbs that take an object), adverbs of manner are generally placed after the direct object.

Sherry sang the song beautifully.

OBJ ADV

With intransitive verbs (verbs that do not take an object), adverbs of manner can come after the verb or after a prepositional phrase.

The president speaks clearly to the press.

VERB ADV (prepositional phrase)

The president speaks to the press clearly.

VERB prep phrase ADV

Exercise 12 Read the sentences about a person who is very interested in astronomy. If the placement of the adverb of manner is correct, write C on the line. If the placement is not correct, write X and make the necessary changes. The first one has been done for you.

X 1. Joann does her astronomy quickly	
quickly homework every day.	
2. Her new telescope works well.	
3. With a telescope, she can see clearly the	
stars.	
4. Joann notices intently the constellations.	U
5. During the full moon, Joann watches incessantly the sky.	
6. Joann's astronomy instructor speaks very softly.	

8.3.2 Adverbs of Place and Time

Adverbs of place tell *where* something happened. Two common adverbs of place are *here* and *there*.

Marcia left her house key here. (explains where Marcia left the key)

I parked my car there. (explains where the car is parked)

Adverbs of time tell when something happened. Some common adverbs of time are soon, yesterday, tomorrow, next week, and then.

My favorite TV show starts **soon**. (explains when the show starts)

The race will be held next week. (explains when the race will be held)

When you use both an adverb of time and an adverb of place in a sentence, be sure to put the adverb of place before the adverb of time. An easy way to remember this is that the letter P (place) comes before the letter T (time) in the alphabet.

Incorrect: I need to be tomorrow in Miami.

Correct: I need to be in Miami tomorrow.

Exercise 13	Rearrange the following sentence parts in the correct order. Hint: Look for the capitalized word to start your sentence. The first one has been done for you.
	1. are flying to Washington, D.C. / Kelly and I / tomorrow afternoon
	Kelly and I are flying to Washington, D.C. tomorrow afternoon.
	2. quickly / yesterday / changed / The weather in Washington
	3. next year / will occur / The presidential elections
	4. starts / in five minutes / The presidential debate
	5. more than forty years ago / President Kennedy / died

6. are meeting us / Leslie and Donna / in Washington / this weekend

8.3.3 Adverbs of Frequency

Adverbs of frequency tell *how often* something happens. Some common adverbs of frequency are listed below.

```
always------100% of the time
usually
often
sometimes-----50% of the time
rarely
seldom
never-----0% of the time

Friday is always "casual day" at my company. (explains how often casual day happens)
I seldom wear a tie on "casual day." (explains how often I wear a tie)
```

Placement of Adverbs of Frequ	uency	1
-------------------------------	-------	---

Adverbs of frequency can occur in different positions in a sentence. They can occur after the verb *be* or after *modals* (*can*, *could*, etc.).

He is always late to class.

They can occur before any other verb.

Karen never eats meat.

note: The most usual place for adverbs of frequency is within the sentence as explained already. However, adverbs of frequency can occur at the beginning or end of a sentence. (Exception: Always cannot begin a sentence.)

Usual position: middle: All parents sometimes get angry with their children.

Beginning: Sometimes all parents get angry with their children.

End: All parents get angry with their children sometimes.

Exercise 14 Read each activity and write a sentence explaining *how often* you do this activity. Use the adverbs of frequency from Section 8.3.3. Circle the adverb you use in each sentence. The first one has been done for you.

1. eat in a restaurant	l (rarely) eat in a restaurant.
2. study vocabulary	
3. go to the movies	
4. call my family	
5. order Chinese food	
6. listen to hip-hop music	
7. read e-mail	
8. ride a motorcycle	
9. write to a celebrity	
ze to a selecting	
10. play outdoor sports	

GUIDED WRITING

- **Exercise 15** Read the paragraph below. Rewrite it by making the nine changes listed. Careful: You may have to make other changes.
 - 1. In the first sentence, change a fitness club to fitness clubs.
 - 2. In the second sentence, the verb *has* is correct, but good writing needs more variety of vocabulary. Change *has* to the synonyms *features* or *offers*.
 - 3. Add the adjective extensive to describe the word variety.
 - 4. Replace the adjectives simple and useful with two other adjectives.
 - 5. Combine sentences five and six.
 - 6. Add the adverb often to your new sentence.
 - 7. Add the adverb sometimes to the sentence that talks about special classes.
 - 8. Replace a good idea with another complement.
 - 9. Add a sentence with the subject *fitness clubs*, the verb *be*, and a prepositional phrase as the final sentence in the paragraph.

Fitness Clubs

A fitness club is a wonderful place to get in shape. First of all, every good fitness club has a variety of types of machines and equipment. A member can go into any fitness club and exercise for hours without using the same piece of equipment. The equipment is



simple and useful. Fitness clubs have swimming pools. Fitness clubs have spas. For	
even more practice, special classes are available. They include yoga and basic martial	
arts. All in all, exercising in a fitness club is a good idea.	

(continued)

		1	
,			

■ CHAPTER QUIZ

E		71 6	D . 1	Synthesis.	C' - I - 41	I - a a	£ 11		
B- 70	678.4.16.67	11 (72)	Part I	Whithesis	(Ircle the	letter o	IT THE	COFFECT	answer

1.	My	sister loves her computer. In fact, she		every day.
	A.	use it	C.	uses
	B.	uses it	D.	use
2.	Car	los is an excellent chef. He an Ita	lian	restaurant.
	A.	works	C.	works in
	B.	work in	D.	is work
3.	Eve	ryone for the test, so no one sho	uld f	ail tomorrow.
	A.	studied hard	C.	hard is studying
	B.	hard studied	D.	is hard studying
4.	Nex	xt week,		
	A.	on a trip we're going	C.	we go on a trip
	B.	on a trip we go	D.	we're going on a trip
5.	Altl	hough she lives just 50 miles away, Joann		her mother in Washington state.
	A.	rarely visits	C.	visits rarely
	B.	visits always	D.	always visits
6.	Do	you need?		
	A.	to go to work tomorrow	C.	tomorrow to go to work
	B.	to go tomorrow to work	D.	go tomorrow to work

Part 2: Error Correction. One of the four underlined words or phrases is not correct. Circle the letter of the error and correct it in the space provided.

7.	Leslie is so happy to h	ave <u>a job new</u> . She	talks <u>about</u> her wo	onderful nev	w <u>boss every day</u>
	Α	В	C		D
	3.92				
8.	My best friend was for	five years the scho	ol president, but i	now she is i	n college and
		В			0
	does not have time for	r extra activities.			
	<u>D</u>				
9	John and his family re	cently moved to A	rizona from Maine	e It was ver	v cold in Maine
	joini una mo lamin i	A A	112011a 110111 Wallin	B VCI	C III Maine.
	John hated.	^		ь	C
	D Interior	-			
10	I commet find				
10.	I <u>cannot find</u> my read		ext to my textboo.	ks, but I do	not see them
	Α	В			C
	anymore. Did you acc	identally pick them	up?		
	D				

ORIGINAL WRITING

On a separate sheet of paper, write an original paragraph (eight to twelve sentences) about a typical weekend day in your life. Discuss the day from beginning to end. Be sure to include a variety of sentence patterns from this chapter with verbs, adverbs, and adjectives. Write VT above transitive verbs and VI above intransitive verbs. Check the correctness of your paragraph with a partner.



Sentence Types

In Chapter 8, you learned how different parts of a sentence come together into different patterns. In this chapter, you will work on different types of sentences. Two common sentence types are simple sentences and compound sentences.

9.1 Simple Sentence Review

All sentences must have a subject and a verb. A simple sentence consists of one subject-verb combination. However, a **simple sentence** can have more than one subject or more than one verb. Study these examples of simple sentences:

1 subject: Paul went to the mountains last weekend.

2 subjects: Paul and his brother went to the mountains last weekend.

3 subjects: Paul, Anthony, and Joe went to the mountains last weekend.

1 verb: The secretary answered the phone.

2 verbs: The secretary answered the phone and wrote a message.

3 verbs: The secretary answered the phone, wrote a message, and gave it to

Mary.

Notice that the connecting word in sentences 2 and 3 is the conjunction and.

Exercise 1 Read these simple sentences about two family holidays. Underline the subjects once and the verbs twice. The first one has been done for you.

- 1. Mother's Day and Father's Day are popular holidays in the United States.
- 2. These holidays celebrate the love and hard work of our parents.
- 3. Popular Mother's Day gifts include flowers and jewelry.
- 4. Boys and girls often think up and make homemade presents for their parents.
- 5. I recently looked for and bought a tie for my father.

- 6. Some countries celebrate Children's Day and even Grandparents' Day.
- 7. Parents and children enjoy these holidays together.
- 8. Do you celebrate Mother's Day?

Exercise 2 Read the sentences about my grandparents. Add the second piece of information in parentheses (either a subject or a verb) to the original sentence to form a longer sentence. The first one has been done for you.



1.	My grandmother loves to talk about the "good old days." (add subject: grandfather) My grandmother and grandfather love to talk about the "good old days."
2.	However, they love modern inventions, especially their computer. (add verb: use)
3.	My grandmother washes her new car every Saturday morning. (add verb: wax)
4.	My grandmother surfs the Internet. (add subject: grandfather)
5.	The e-mails come mostly from my grandmother. (add subject: instant messages)
6.	My grandparents have improved our communication through the use of the Internet. (add subject: I)
7.	My grandparents now trust the power of modern technology. (add verb: love)

9.2 Compound Sentences

A **compound sentence** is formed by combining two simple sentences. These two parts are joined by a (coordinating) conjunction. There are seven coordinating conjunctions in English: *for, and, nor, but, or, yet, so.* An easy way to remember the coordinating conjunctions is the mnemonic* device FANBOYS:

$$F = for$$
 $A = and$ $N = nor$ $B = but$ $O = or$ $Y = yet$ $S = so$

The most common of these conjunctions are *and*, *but*, *so*, and *or*. (We do not use *for*, *nor*, and *yet* as conjunctions as often.)

and: to show additional information

Judy loves to surf, and she goes to the beach every weekend.

but: to show contrast

I am sleepy, but I still need to study.

so: to show a result

My car broke down, so I took it to my mechanic.

or: to show options

We can go see a movie, or we can rent one from the video store.

Note that a comma comes before the coordinating conjunction.

Here are examples of combining two simple sentences to form a compound sentence.

Simple sentence 1: Sam's birthday party is next week.

Simple sentence 2: I have invited 20 people to the party.

Compound sentence: Sam's birthday party is next week, and I have invited 20

people to the party.

Simple sentence 1: It rained very hard last night.

Simple sentence 2: We decided to cancel our travel plans.

Compound sentence: It rained very hard last night, so we decided to cancel

our travel plans.

The word *so* has three meanings in English. Only one of them is a coordinating conjunction that means *result*. Only use a comma with the word *so* when it is a conjunction that means *result*.

- 1. I studied all night, so I am really tired today. (= result; comma is necessary)
- I studied all night so I would pass today's test. (= purpose; never use a comma)
 I studied all night so that I would pass today's test. (so is a short form of so that)
- 3. I am so tired. (= very; never use a comma)

^{*}Mnemonics are techniques that help you memorize important information.

Exercise 3 Read these sentence parts about transportation and pollution. Match the two sentence parts to form a compound sentence. Circle the coordinating conjunction in each sentence. The first one has been done for you.



<u>d</u> 1. Motorcycles are less polluting a. but most people still prefer to use their own vehicles. than cars, _ 2. Some people use public b. and this problem will continue to transportation, grow if our leaders do not start making changes. c. or do you drive your own car? _ 3. Automobiles create an enormous amount of but) they are also more dangerous. pollution, 4. Public buses are available in e. so some people use them as often as most major cities, possible. _____ 5. Pollution is a growing problem, f. but they are also very convenient. _____ 6. Bicycles do not cause pollution, g. but real solutions are not always simple. h. and these buses are often ____ 7. Do you use public transportation, relatively inexpensive. ____ 8. There are many theories on how to reduce pollution,

Exercise 4	Read these sentences about the community center. In each item, add another simple sentence after the conjunction to make a compound sentence. Think about the meaning of the coordinating conjunction. The first one has been done for you.						
	1. The community center is located in the middle of town, andit is a popular meeting						
	place.						
	2. It is a large meeting hall, but						
	People of all ages go there regularly, and 4. The community center is getting old, so						
	5. Town leaders can try to raise taxes to fix up the center, or						
	6. Everyone hopes that the center will stay around forever, but						
9.3	Better Sentences with Adjective Clauses*						
	As you learned in Chapter 7, adjective clauses describe nouns in a sentence. Adjective clauses cannot stand alone as a sentence, and they are usually introduced by the relative pronouns <i>that, which,</i> or <i>who</i> . Study these examples.						
	My sister lives in a house that is over 100 years old.						
	In this example, two sentences are combined:						
	1. My sister lives in a house. and						
	2. The house is over 100 years old.						
	People who drive SUVs are becoming more and more concerned with gas mileage.						
	In this example, two sentences are combined:						
	1. People are becoming more and more concerned with gas mileage. and						
	2. <u>People</u> drive SUVs.						

^{*} Sentences with adjective clauses can be classified as complex sentences.

I truly enjoyed the book $\underline{that\ I\ read\ over\ the\ winter\ holidays}$. (The adjective clause describes which book.)

In this example, two sentences are combined:

- 1. I truly enjoyed the book. and
- 2. I read the book over the winter holidays.

Exercise 5 Read the paragraph about moving. Underline the adjective clauses. Circle the relative pronouns. The first one has been done for you.

Moving

Moving from one house to another can be difficult, so try to follow these steps. Always move the heavier items first. A bed that contains a heavy frame is easier to move at the beginning of the process. People who move on their own will probably want to get some friends or neighbors to help with the bigger furniture. Friends can help with pieces of furniture that are older and don't need special attention. After the big pieces are in your new home, try changing the placement. The new home that you have chosen doesn't have to be decorated in the same way as your old home. Label your boxes next. It is much easier to move boxes that are labeled with the contents and the name of the room. The kitchen is one of the most important rooms in the house, so unpack those boxes first. When the kitchen is finished, continue to the room that everyone uses at least twice a day—the bathroom.

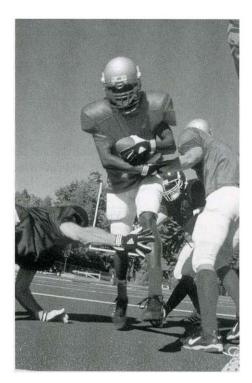
Remember: you don't need to unpack everything at one time. Just take out the most important items. By following these steps, you will be enjoying your new home in no time!

Exercise 6 Read these paragraphs about football. Combine the two sentences in parentheses into one sentence using an adjective clause, and write your answer on the lines after the paragraph. Always change the second sentence to the adjective clause. The first one has been done for you.

Football

Have you ever been to a professional football game? (People get very excited. / 1
People go to football games.) A football game generally lasts three hours. (Sometimes there are games. / The games last longer.) 2
A football game is separated into four quarters. Each quarter is 15 minutes long.

(The clock stops and starts regularly. / The



clock is used at football games.) (This is much different from the clocks. / The clocks are f 4

used in soccer games.) (Fans like to eat specific things. / Fans go to football games.) 5

Some popular foods include hot dogs, nachos, and big pretzels. (The food is

fairly expensive. / People eat this food.) (For a truly unique experience, go to a 6

football game. / You will not forget the experience.)
7

	1. reopie wno go to football games get very excited.
	2
	3
	4
	5
	6
	7
	, ·
Exercise 7	Read the compound sentences about a trip. Use the information in parentheses to create and insert adjective clauses in the correct places. Hint: Study the words in bold to help you insert the clause in the right place. The first one has been done for you. 1. Vicki had a bad day yesterday, so she decided to visit her friend . (Her friend lives at
	the beach.) Vicki had a bad day yesterday, so she decided to visit her friend who lives at
	the beach.
	2. The road was under construction, but it was not busy. (The road leads to the beach.)
	3. The 100-mile trip lasted less than two hours, and it was an easy drive. (Vicki took the trip.)
	····
	Vicki arrived at dinnertime, and her friend Lena was very happy to see her.
	4. The dinner was ready, and they immediately began to eat. (Lena made the dinner.)
	5. After dinner, Vicki and Lena took a long walk on the beach, and they talked about
	things. (The things made them stressed.)

6.	Lena offered to take Vicki to a movie, or they could go to a nightclub . (The nightclub
	opened recently.)
	Vicki and Lena decided to stay home, but they talked for hours and hours.
7.	This trip was very relaxing for Vicki, and she hopes to visit Lena again soon. (The trip
	was planned at the last minute.)

9.4 Better Sentences with Adverb Clauses*

Another way to improve a sentence is to add an adverb clause. Adverb clauses are similar to adverbs. They help describe or modify the verb or the entire sentence. Adverb clauses have the pattern subordinating conjunction + subject + verb. Sentences with adverb clauses are classified as complex sentences. Adverb clauses are always introduced by subordinating conjunctions.

Study the examples below.

Before	I	moved	to Calif	fornia,	I lived in I	New York City.
SUBORD CONJ	SUBJ	VERB	(prep. p	hrase)	MAIN	SENTENCE
I went to	sleep ea	arly <u>sir</u>	ice	1	was	so tired.
MAIN SE	NTENCE	SUBORE	CONJ	SUBJ	VERB	(adjective)

Here is a list of common subordinating conjunctions.

Time	Reason / Cause	Contrast
after	because	although
before	since	while
when		
while		
whenever		

Adverb clauses can come before or after the main sentence. Put a comma after the adverb clause only if it begins the sentence.

Because Gheorghe missed the bus, he decided to take the subway. (comma needed)

ADVERB CLAUSE + MAIN CLAUSE

If the adverb clause comes after the main clause, no comma is needed. A common punctuation error is to put a comma before an adverb clause, especially with the conjunction *because*.

Gheorghe decided to take the subway because he missed the bus. (no comma)

MAIN CLAUSE + ADVERB CLAUSE

^{*} Sentences with adverb clauses can be classified as complex sentences.

Exercise 8 Read the sentences about finding a job after graduating from college. Underline the adverb clause and circle the subordinating conjunction. Refer to the list in Section 9.4 if necessary. Add commas where they are needed. The first one has been done for you.

Interviewing

- 1. Whenever Irene looks for a new job, she gets nervous.
- 2. Since Irene is a college graduate she feels confident about her background.
- She often felt nervous and failed to make a great first impression because she lacked interviewing experience.
- 4. Although she scheduled many interviews she was not offered a job at first.
- 5. While many people in Irene's position would have ended their job search immediately Irene made the decision to get help from a personal coach.
- 6. Irene was also talking to friends about possible job openings in their companies while she was training.
- 7. After she successfully finished her interview training Irene was finally confident in her ability to interview for a job.

Exercise 9 Reread the sentences in Exercise 8. Write the subordinating conjunction used in each sentence, and then write its function. The first one has been done for you.

Subordinating Conjunction	Function
1. whenever	time
2	-
3	
4	
5	
6	-
7	19

Exercise 10

Read the sentences about choosing a major in the hotel industry. Combine the two sentences in parentheses into one sentence with an adverb clause. Use the subordinating conjunction indicated to write your answer on the lines after the paragraph. Add commas where they are necessary. The first one has been done for you.

Choosing the Best Major

(Thomas wants to work in the hotel industry. / Thomas has decided to get a 1 degree in hotel management. / because) Hotel management is a growing business, and young professionals have many opportunities. (There is a lot of competition in this career. / Some universities offer excellent programs for students. / although) 2 After Thomas chose his major, he did some research on the available schools. (He decided to apply to the University of Nevada, Las Vegas. / It has a popular degree 3 program. / because) The courses include introduction to hospitality management, conference planning, speech, and economics. (Thomas begins his studies. / His 4 family will visit the city to find him a place to live. / before) (Thomas finishes his program. / There will be lots of job opportunities for him within a large hotel 5 chain. / when)

	1. Decause Thomas wants to work in the noter industry, he has decided to get a degree
	in hotel management.
	2
	3
	4
	5
Exercise 11	Read the following sentences about painting a room. They are missing information. Add information to complete each sentence. Add a comma where necessary. The first one has been done for you.
	1. Before I chose to paint my bedroom, did some research about popular colors.
	2. Bright yellow was not a good color because
	3. While I was painting the room
	4. After I finished the job
	5. When Lenter my room new
	5. When I enter my room now
	6. Making a comfortable environment was important since

Exercise 12 Read this paragraph about Halloween. Find and correct the six errors with punctuation, relative pronouns, and subordinating conjunctions. Hint: The numbers in the left margin tell you how many errors are in each line.

Halloween

Halloween is a very special holiday

for both children and adults. Children

like to go trick-or-treating and adults

prefer to go to Halloween parties. In both

cases, everyone likes to dress up or wear

a costume. Costumes who are popular

this year include pirates and superheroes.

Candy is another important element of

1

1

1

1

1



1 Halloween. Chocolate, and fruit candy are

children's favorites. In fact, some children eat their Halloween candy, until they get

sick. It is important for parents to limit the amount of candy after their children eat

too much. Halloween is a great holiday for kids but adults also like it!

GUIDED WRITING

- **Exercise 13** Read the paragraph below. Rewrite it by making the five changes listed. Careful! You may have to make other changes.
 - 1. Add Because the bedroom is such a personal environment to the second sentence.
 - 2. Add kitchens to the subject of sentence three.
 - 3. Add because it is considered a private space to sentence four.
 - 4. Combine sentences five and six using a coordinating conjunction.
 - 5. Combine sentences seven and eight, making sentence eight an adjective clause.

Rules for Decorating
It is important to consider the function of a room before you decide to decorate
it. Interior decorators say that this room reflects a person's personality more than
any other room in the house. Living rooms are used by everyone, but the bedroom
is decorated exclusively for the comfort and relaxation of the owner. The bedroom
stays closed during social events such as parties and barbeques. Some people
decorate their bedrooms with paintings and pictures. Others prefer a simple look.
People appreciate their private place. People decorate their bedrooms with a few
personal expressions.

CHAPTER QUIZ

Exercise 14 Part 1: Synthesis. Circle the letter of the correct answer.

1.	1. Next summer everybody in my family the mountains.						
	A.	is going	C.	is going to			
	B.	goes	D.	goes to			
2.		in the month of October.					
	A.	Halloween and Columbus Day	C.	Halloween and Columbus Day are			
	В.	Halloween and Columbus Day,	D.	Halloween and Columbus Day are holidays, they are			
3.	We	were extremely continued worki	ing o	n our project.			
	A.	tired, but	C.	tired. But			
	B.	tired, but we	D.	tired. But we			
4.	Anı	na is very she got a scholarship to	o Hai	rvard.			
	A.	smart,	C.	smart, so			
	B.	smart. And now	D.	smart. And so			
5.	Ath	every day dream of becomi	ng p	rofessionals.			
	A.	which practice	C.	practice			
	B.	are practicing	D.	who practice			
6.		e student reviewed the chapter, researched ssmates.	at tl	ne shared them with his			
	A.	library, took notes, and	C.	library, took notes,			
	B.	library and took notes and	D.	library, he took notes, and			
		Error Correction. One of the four underline letter of the error and correct it in the s		1.20			
7.	Aft.	$\frac{\text{er}}{B}$ I got home $\frac{\text{from class}}{B}$, I $\frac{\text{made}}{C}$ myself a	huge	turkey sandwich <u>who was</u> delicious!			
	0						
8.	Joa	nn <u>didn't make it</u> to school on time <u>yeste</u> :	rday, B	because her car broke down on			
	the	highway					

	Α	В	
was	s surprised that she g	got a really high score on	the test that we had yesterday.
	C		U
y			
10. Do	gs <u>who bark</u> all night	t drive me crazy! I want	to scream every time the
10. Do	gs <u>who bark</u> all night	t drive me crazy! I want	to scream every time the
0000000 10000000	gs <u>who bark</u> all night A ghbor's puppy Lucky	in barriation to service or representation where it is in the service of the serv	to scream every time the

ORIGINAL WRITING

Exercise 15 On a separate sheet of paper, write an original paragraph (seven to twelve sentences) about your favorite room. Describe this room in detail, including what the room looks like and what you like to do in the room. Be sure to include simple and compound sentences and label each. Use at least two adjective clauses. Underline the relative pronouns.



Common Grammar Errors

Like all writers, second language writers make errors in their writing. However, some errors are more serious than others because they can hide or change the writer's meaning. In this chapter, you will review some of the most common and serious errors that less experienced writers often make.

10.1 Be / Have

1. The verb be is often followed by an adjective.

My mother is amazing.

My cousin was lucky to win the prize.

The verb have is not followed by an adjective.

Incorrect: The information on the company website has right.

Correct: The information on the company website is right.

2. Note that in these special expressions, the verb *be* (*am, is, are, was, were*) is followed by an adjective, not a noun:

be right be wrong be afraid be lucky be __ years old

be cold be hot be hungry be thirsty be angry

be sleepy be correct be incorrect be careful be ashamed

Use be with a noun only when the subject and the noun refer to the same person or thing.

My uncle is a good dentist.

SUBJ + BE + NOUN (uncle = dentist)

3. Use have with a noun.

have a problem have an accident have a headache

have a toothache have a sore back have a blister

have a good time have a bad time have a hard time

have a broken leg have a baby have a talk

	have a dream have a nightmare have an argument
	have a discussion
	My <i>uncle</i> has a nice <i>office.</i> SUBJ + HAVE + NOUN (uncle ≠ office)
Exercise 1	Read these sentences about a problem between two friends. Then complete each sentence with the correct form of <i>be</i> or <i>have</i> . Circle any adjectives that follow <i>be</i> . The first two have been done for you.
	1. Yesterday I a problem with my best friend Greta.
	2. I very (tired), and I was (sleepy).
	3. She some bad news about her pet dog. The day before yesterday her
	dog died.
	4. Her dog 12 years old.
	5. Obviously, Greta really sad.
	6. She tried to talk to me, but I very sleepy. In fact, I fell asleep twice in
	our conversation.
	7. Each time I woke up right away, but of course she angry.
	8. I apologized at once. It my mistake. I completely
	wrong.
	9. Greta a great friend. In fact, she my best friend.
	10. Ilucky to have her as my good friend.
	11. Greta and I usually a good time when we see each other, but
	yesterday's meeting not good.
	12. Yesterday's problem completely my fault. I so sorry
	about falling asleep during her story.
Exercise 2	Read these sentences about two brothers. Then write the correct form of <i>have</i> or <i>be</i> on the lines. The first one has been done for you.
	1. Mark and Joseph are brothers.
	2. Mark older than Joseph.

have bad news

have a fight

have good news

3.	Joseph 22.
4.	Mark 28 years old.
5.	Mark a wife and six children.
6.	Mark thinks that he lucky because he a wonderful
	family.
7.	Joseph not married.
8.	Today Joseph's birthday, but Mark forgot.
9.	Mark (not) a present for Joseph, but Joseph not
	angry.
10.	Joseph knows that his brother many things to do because his family
	so big.

10.2 *Make/Do*

The two verbs *make* and *do* can be a problem because, in some cases, there is almost no difference in meaning between them. The correct verb depends on the other words in the sentence. For example, with the words *bed* and *dishes*, we *make* a bed, but we *do* the dishes.

1. Use do as the helping verb in questions and negatives.

Do you have a car now? What kind of car did you buy?

Mark and Sue do not know the answer. John does not know the answer.

2. Use do when we use it in place of an action verb.

What are you **doing**? (*doing* = eating, drinking, reading, etc.)

Colombia exports coffee, and Indonesia does, too. (does = exports)

What do you usually **do** in computer lab? (first do = helping verb; second do = used in place of a verb)

3. Use do to talk about general action.

I'm not doing anything.

Let's do something for your birthday.

The government did nothing after the war ended.

4. In general, use do to talk about certain kinds of work or activities.

I do my homework.

I did the dishes, and she did the laundry.

Do your best!

5. In general, use *make* to indicate creating or producing something (new). He **made** a sandwich.

The artist made an incredible painting.

The following are common expressions with make and do.

m	ake	do		
make the bed	make a cup of coffee	How are you doing?	(greeting)	
make dinner	make a plan	What do you do? (o	ccupation)	
make money	make arrangements	How do you do? (greeting when		
make a living	make a	first meeting)		
make a mistake	telephone call	do work	do badly	
make a profit	make noise	do the laundry	do well	
make a promise	make an effort	do homework	do housework	
make a difference	make a speech	do something over	do the ironing	
make an agreement	make sense	do a favor	do the dishes	
make a decision	make progress	do your (my, his,	do an exercise	
make a mess	make up your mind	etc.) best	do exercise	
make an attempt	make a (good)	do a job	do an	
	impression	do a chore	assignment	
make a suggestion	make up	do business	do an experiment	
make an excuse	make a choice	do a favor	do a task	
make an exception	make up an			
make a change	assignment			
make food				

Exercise 3 Fill in the blanks with the correct form of *make* or *do*. The first one has been done for you.

1make	a living	9	_ a sandwich
2	a change	10	_ the bed
3	the ironing	11	_ a mistake
4	food	12	_ a chore
5	a cup of coffee	13	_ money
6	an exercise	14	_ an agreement
7	an assignment	15	_ the laundry
8	progress	16	_ a decision

	17 a favor 31 work						
	18 a profit 32 an excuse						
	19	a promise	33	a favor			
	20	your best	34	the dishes			
	21	an exception	35	a (good) impression			
	22	a mess	36	_ well			
	23	_ dinner	37.	a choice			
	24	an attempt	38	_ housework			
	25	a suggestion	39	an effort			
	26	_a plan	40	_ exercise			
	27	up an assignment	41	_ a task			
	28	_ arrangements	42	_ business			
	29	_ badly	43	_ a speech			
	30	_ a telephone call	44	up your mind			
Exercise 4	Complete each sentence with the correct form of <i>make</i> or <i>do</i> . The first one has been done for you.						
	1 you live in a house or an apartment now?						
	2. What kind of truck you buy last year?						
	3. Last night I the dishes, and she the laundry.						
	4. Clare not speak French well, so she can't help you translate the letter						
	5. I not think that it will a difference if you wait to						
	call Susan tomorrow.						
	6. If your paper is not so good, you can always it over.						
	7. What you for a living?						
	8. How	you	?				
	9. What are you now?						
	10. Japan exports cars, and Korea, too.						

11.	I'm not anything now. Let's go to the mall.
12.	Something is wrong. My car is a funny noise.
13.	Let's something special for your parents' fiftieth anniversary.
14.	Joe and Janet not have a car, so they take the bus to work every day.
15.	What you usually after you eat dinner?
16.	When I get home, I usually my homework right away.
17.	How are you?
18.	Are you your homework now?
19.	To me, flying there more sense than driving there.
20	In science class today we had to a difficult experiment.

Exercise 5 Read this paragraph about household chores. Complete the sentences with *make* or *do*. The first one has been done for you.

Agree	eing
Let's <u>make</u> an agreement.	Canul
If you the dishes,	
I will the bed. If you	
breakfast every day,	B 35
I'll dinner every evening.	If you the laundry, I'll
ironing. We both hate to .	housework and we both
hate to food, so I think th	at this agreement sense.

Exercise 6 Read this paragraph about a business decision. Then fill in the blanks with the correct form of *make* or *do*. The first one has been done for you.

Banking					
Our company uses Washington Bank. We have business					
with them for over a decade. At a company meeting yesterday, my boss a					
suggestion that we switch to First National Bank of Woodland. I am worried that this					
is not a good thing to because I've heard some bad things about that bank.					
I am going to some phone calls to some people who 5					
business with First National to hear about their experiences with that bank. I					
not know what else I can to 8					
this very difficult decision. I'm responsible for this decision, and I certainly					
not want to a mistake that might cost our 10					
company a lot of money. I wish I could ask a coworker to this task.					

Say and tell have the same basic meaning. The difference in their uses is in grammar. 1. Use say to mean say something. The book says that the accident happened in 1998. She said that she would be late. 2. Use tell to mean tell someone something. Please tell me which pages we have to read for homework. Nobody told the driver the address. I told Joseph to call me.

3. Use say for direct speech. The driver said, "I don't know which house is the correct one." He said, "I love you," and then he died. You sometimes use tell to give a command or instructions if you name the person that the speaker is speaking to. The doctor told the young man, "Roll up your sleeves for your shot." 4. Use say or tell for reported speech. The teacher said that there would be 100 questions on the final exam. The teacher told us that there would be 100 questions on the final exam. 5. Use tell + person + to + verb for orders or advice. The teacher told the students to write. The recording told me not to hang up. Please tell your father to call me tomorrow. **Tell your wife to take the children** to the beach tomorrow. 6. Use *tell* with these expressions: tell the truth tell a story tell a lie tell a secret tell (the) time tell a joke tell the future tell the difference Avoid this error: say + the person. The biggest mistake is "say me" or "say you." Incorrect: He said me to open the door. Correct: He told me to open the door. **Exercise 7** Complete each sentence with the correct form of say or tell. The first one has been done

for	you.
1.	. She <u>said</u> , "Please <u>tell</u> me what happened at lunch."
2.	. Some people believe they can the future by looking at your palm.
3.	. Can you the difference between Pepsi and Coke?
4.	. If you want me to you how to get to my house, I can do that.
5.	. Martha is not here yet, but she me to you that she
	would be late.
6.	. When she entered the room, did anyone anything?

7. Excuse me. Can you _____ me how to _____ this word

correctly?

	8. If you me a secret, you can be sure that I won't
	anyone.
	9. Please don't anything to anyone about this problem. O.K.?
	10. The little boy that he is not a lie, but I don't believe
	him.
Exercise 8	Read these sentences about two friends. If the underlined part is wrong, write X and make the correction. If it is correct, write C. The first one has been done for you.
	2. When I called my friend Hector's house, his wife Janice said me that he was
	not home.
	3. Janice <u>said</u> that Hector was on his way to the store to buy some more cat food.
	4. Hector never does what he says he is going to do, so I was not surprised to
	find out that he was not home.
	5. Sometimes I think that the problem is that Hector can't <u>say</u> time.
	6. Janice <u>said me</u> that Hector had his cell phone with him.
	7. She <u>said</u> that I should call him on his cell phone.
	8. An hour later, Hector finally answered his cell phone and told, "Kevin, I'm
	sorry that I wasn't home."
	9. Hector <u>said me</u> that he was returning from the store.
	10. I said him to call me when he got home to make plans to go fishing next
	Saturday.

10.4	To + Verb		
	To answer the question why , use $to + verb$ in two structures:		
	to + verb I came to this school to <i>learn</i> English.		
	in order to + verb I came to this school in order to learn English.		
	A common mistake is to use FOR + verb. This is not correct English.		
	Incorrect: I came here for learn English.		
	Incorrect: Many people are leaving Haiti for find a better life.		
	Correct: Many people are leaving Haiti to find a better life.		
	OR: Many people are leaving Haiti in order to find a better life.		
Exercise 9	Read these questions. Answer each question in a complete sentence. Use <i>to</i> in some sentences and <i>in order to</i> in others. The first one has been done for you.		
	1. Why do people call their friends?		
	People call their friends to make plans or talk about problems.		
	2. Why do teachers give tests?		
	3. Why did you go to (name a place) last year?		
	4. Why should people vote?		
	5. Why are you (are you not) wearing a watch?		
	6. Why do you go to the supermarket?		
	7. Why do students use a dictionary?		
	8. Why do cities have traffic lights?		

- 9. Why do some plants have thorns?
- 10. Why does a coach have a whistle?

10.5 Many/Much

1. Use many to describe count nouns. (See Chapter 3 for a review of count nouns.)

This bakery offers many choices for wedding cakes.

2. You can also use *a lot of* with count nouns. In more formal language, we use *a large number of* with count nouns.

This bakery offers a lot of choices for wedding cakes.

This bakery offers a large number of choices for wedding cakes.

3. In questions, use how many with count nouns.

How many people will this wedding cake serve?

4. Use **much** to describe noncount nouns. (See Chapter 3 for a review of noncount nouns.)

We do not have much time to finish the project.

5. You can also use *a lot of* with noncount nouns. In more formal language, we use *a great deal of* with noncount nouns.

We do not have a lot of time to finish the project.

We do not have a great deal of time to finish the project.

6. In questions, use how much with noncount nouns.

How much time do we have to finish the project?

Other phrases:

how much money

how much oil

how much time

how much sugar

a lot of money

a lot of oil

a lot of time

a lot of sugar

It is not common to use much + noun in affirmative statements. It is more common to use much + noun only in negatives and in questions.

Incorrect:

Much oil comes from Venezuela, Iran, and Russia.

Correct:

A lot of oil comes from Venezuela, Iran, and Russia.

Correct:

A great deal of oil comes from Venezuela, Iran, and Russia.

Incorrect:

Colombia produces much oil.

Correct:

Colombia does not produce much oil.

Exercise 10 Write many or much to complete each phrase. The first one has been done for ye	Exercise 10	Write ma	nv or much to co	omplete each phra	ase. The first one h	as been done for v
---	-------------	----------	------------------	-------------------	----------------------	--------------------

oney	7
ľ	none

6. _____ white sugar

7. _____ extra sharp cheese

8. _____ great ideas

10. _____love

9. _____economic aid

Exercise 11 Write *a, an, many,* or *much* to complete each phrase. Sometimes two answers are possible. The first one has been done for you. Hint: Use *a* or *an* with a singular noun.

- 1. many great historical novels
- 6. _____small Japanese
- 2. _____ great historical novel

automobiles

3. _____outstanding movie

7. _____ times

4. _____ outstanding movies

8. _____time

5. _____ international

9. _____sheep

assistance

10. ______chicken

Exercise 12 Read the paragraph about Mexico and Guatemala. If the underlined part is correct, do nothing. If there is a mistake, write a correction above it.

Same / Different

Mexico and Guatemala are two neighboring

countries. Although there are $\underline{\text{many}}$ differences

between the two, they are similar in $\frac{a \text{ lot of}}{2}$ ways.

One difference is in oil production. Mexico produces



one unterence is in on production. Memos products

 $\underline{\text{much}}$ oil, but Guatemala does not produce $\underline{\text{a lot of}}$ oil. In fact, oil is a very $\underline{\text{4}}$

important export for Mexico's economy. One similarity is in tourism. Both countries

have a very strong tourist industry because of their ancient ruins. $\underline{\frac{\text{Many}}{5}}$ tourists visit

Mexico to see the ancient Mayan and Aztec pyramids. Guatemala is smaller than

Mexico, but Guatemala also has $\underline{\text{much}}$ incredible sites for tourists. For example, each

year thousands of people visit Tikal and Antigua.

			2 1 2
106	1	Emal/	4 Little
1110	\mathcal{A}	rew/	4 LILLIE

1. Use a few to describe count nouns.

I can give you a few reasons to buy this investment.

Other phrases: a few benefits a few people a few times

2. Use a little to describe noncount nouns.

I have a little money to invest.

Other phrases: a little food a little oil a little time

Exercise 13 Write a few or a little to complete each phrase. The first one has been done for you.

	a fau	120
1	a tew	people
		people

7. ______ machinery

2	helr
,	neir

8. _____ suitcases

9. ______baggage

10. _____ bank account statements

11. _____scientific thinking

6. _____ machines

12. _____economic assistance

10.7 Another/Other/Others

The meaning of another, other, and others is the same: one more or additional.

This sandwich is delicious. I'd like another one.

The professor explained three other reasons that the war began.

1. another: singular adjective or pronoun

A radio is on the table. Another radio is on the shelf. (adjective)

A radio is on the table. Another is on the shelf. (pronoun)

2. other: adjective with singular or plural noun

Sue has two sisters. Ann lives in L.A. Her other sister is in London. (singular noun)

Fay has four sisters. Jill is a nurse. Her three other sisters are vets. (plural noun)

3. others: plural pronoun

A few students finished the entire exam. A few **others** finished only one question.

Some scientists believe in Darwin's theory. Others do not accept this idea.

• Do not use *other* when you should use *another*. Do not use *other* as a pronoun; only *another* can be a pronoun.

Incorrect: This shirt does not fit me. Please give me other.

Correct: This shirt does not fit me. Please give me another. (pronoun)

• Do not use *others* when you should use *other*. Do not use *others* as an adjective; only *other* can be an adjective. Remember that adjectives cannot be plural in English.

Incorrect: Two people are in Room 106. Four others people are in Room 107.

Correct: Two people are in Room 106. Four other people are in Room 107.

Exercise 14 Read these sentences about a health class. In each sentence, if the underlined word is correct, write C on the line. If it is incorrect, write X and correct the mistake. The first one has been done for you.

 \mathcal{L} 1. I like our health class because we study the

nutritional value of different kinds of foods.

Another reason that I like the class is that

sometimes we get to taste the foods that we are

studying about.



2. Our book has a whole chapter on common pichic foods. I also saw that there
are others chapters with information about cooking different kinds of meat,
vegetables, and desserts.
3. This week's lesson is about common picnic foods. In lessons from other weeks
we learned about pasta dishes, rice dishes, and corn dishes.
4. Yesterday we studied a recipe for potato salad that uses white onions. I have
other recipe that uses green onions.
5. Some people like the taste of white onions. Others prefer the taste of green
onions.
6. Some people don't like potato salad because of the onions. Other reason that
they don't like potato salad is because of the mayonnaise.
7. The main ingredient of course is potatoes. Other necessary ingredients include
mayonnaise and eggs.
8. All fifteen students in my class had to follow the recipe to make potato salad.
Twelve students' potato salad creations were delicious. Two others students
had some problems when they were boiling the potatoes, and one student
could not follow the recipe at all.

10.8 Too/Very

The meanings of too and very are similar, but they are not the same.

1. Very means more. Use very before adjectives or adverbs.

very + adjective: very happy, very difficult, very interesting, very interested

very + adverb: very much, very carefully, very slowly, very well

2. Too means extremely. Use too before adjectives or adverbs.

too + adjective: too happy, too difficult, too interesting, too interested

too + adverb: too much, too carefully, too slowly, too well

3. *Too* and *very* mean *a lot*, but *too* means that something (an action) is not possible.

I would like to play tennis, but I'm very tired. (I might play tennis.)

I would like to play tennis, but I'm too tired. (I will not play tennis now.)

This book is very difficult. (I may be able to understand it.)

This book is **too** difficult. (I cannot understand it.)

Do not use too when you want to say very or extremely.

Incorrect: The science exam was too easy. (For what? This is an illogical sentence.)

Correct: The science exam was very easy.

OR: The science exam was **extremely** easy.

Exercise 15 Read the sentences about a history class. Underline the correct word in parentheses in each sentence. The first one has been done for you.

- 1. My favorite subject is history. I like it (very, too) much.
- My history class is at 8:00 a.m. on Monday and Wednesday. I wanted to get
 into a history class at 1:00 p.m., but there were (very, too) many people in that
 section already.
- 3. In my history class, our professor gives us a lot of assignments. Some students think that we have (very, too) many assignments, but I think the amount is just right.
- 4. I like the class, but the book is (very, too) difficult for some students to read.
- 5. The professor is a (very, too) good teacher.
- 6. His lectures are always (very, too) interesting.

Exercise 16	Write four pairs of sentences with very and too. The first one has been done for you	i.
Des No. 11 of 11 of 11 of 11 of 11	White four pairs of sentences with very and too. The first one has been done for you	

1.	a.	That movie is very long, but I watched it.
	b.	That movie is too long, so I didn't watch it.
2.	a.	
	h	

10.9 Pronouns, Possessive Adjectives, and Possessive Pronouns

It is easy to confuse words such as *me* and *my* or *he*, *him*, and *his*. Here is a list of common subject and object pronouns, possessive adjectives, and possessive pronouns.

Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns
1	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	
we	us	our	ours
they	them	their	theirs

1. Subject pronouns

I am a computer programmer. (subject of the sentence)

2. Object pronouns

My supervisor congratulated me for my good work. (direct object)

My supervisor was in the meeting with me. (object of preposition)

3. Possessive adjectives

My supervisor was in the meeting with me. (describes supervisor)

4. Possessive pronouns

Your score is 87, but mine is only 72. (replaces a possessive adjective + noun: my score)

Do not use a pronoun when you should use a possessive adjective.

Incorrect:

The doctor has she books in her car.

Correct:

The doctor has her books in her car.

Do not use a subject pronoun when you should use an object pronoun (or the reverse).

Incorrect:

The teacher gave a study sheet to **we** to study for tomorrow's test.

(subject pronoun)

Correct:

The teacher gave the diskettes to us to study for tomorrow's test.

(object pronoun)

• Do not forget the subject.

Incorrect:

Today is June 12. Is my birthday.

Correct:

Today is June 12. It is my birthday.

Incorrect:

Bolivia and Brazil are beautiful countries. Have many tourist sites.

Correct:

Bolivia and Brazil are beautiful countries. They have many tourist sites.

Do not confuse he and she.

Incorrect:

Ronald Reagan was the 40th U.S. president. She was born in

California.

Correct:

Ronald Reagan was the 40th U.S. president. He was born in California.

Exercise 17 Read this e-mail about a job application that had some problems. For each numbered item, underline the correct word in parentheses. The first one has been done for you.

To: Mike Smith

From: Joshua Brooks

Subject: Application form problems

Dear Mike,

 $(\underline{I}, Me, My, Mine)$ am sending (you, your, yours) this e-mail

because there is a problem with (you, your, yours) application ${\bf 3}$

for the supervising job at (we, us, our, ours) company. In (you, $oldsymbol{4}$

your, yours) application, (you, your, yours) forgot to fill out $\bf 5$

a few items in the last section. This section asks for certain

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information about (you, your, yours) education. I remember from
our phone conversation that (you, your, yours) have a bachelor's
degree, but (you, your, yours) did not write down (you, your,
yours) graduation year. In the section that asks for contact
information, (you, your, yours) e-mail address is there, but I
do not see (you, your, yours) telephone number. Can
(you, your, yours) please send it to me as soon as possible? In
        13
addition, (you, your, yours) didn't list any of (you, your, yours)
                 14
                                                       15
references. Who is (you, your, yours) current employer? Do
                           16
(you, your, yours) have a phone number for the company? Do (you,
your, yours) carry it with (you, your, yours) during the day?
     Mike, (we, us, our, ours) have (you, your, yours)
                    20
                                             21
application, but (we, us, our, ours) need all of the information
                          22
by (we, us, our, ours) official deadline. (It is, Is, Its) next
Monday, and (I, me, my, mine) hope (you, your, yours) can provide
the information by that date.
      (I, Me, My, Mine) look forward to hearing from
             27
(you, your, yours). If (you, your, yours) have any questions,
        28
                               29
```

(you, your, yours) can e-mail (I, me, my, mine) or (you, your, yours)
30
31
32

can call (I, me, my, mine) cell at 555-9292.
33

Many thanks,

Joshua Brooks

In speaking, we sometimes begin a sentence with a conjunction (joining word) such as and, but, so, or or. However, in formal or academic writing, it is not correct to begin a sentence with a conjunction. Conversation: Kevin played tennis yesterday. So he was really tired. Writing: Kevin played tennis yesterday, so he was really tired. Conversation: Kevin played tennis yesterday, so he was really tired. Writing: Kevin played tennis yesterday. But he did not play this morning. Writing: Kevin played tennis yesterday, but he did not play this morning. Remember to put a comma between the independent clauses in a compound sentence (see Chapter 9).

Exercise 18 Find and correct the four errors with conjunctions in this paragraph about country names.

Most countries have had the same names for a long time, but a few countries have new names. Their names were changed for historical reasons. Or they were changed for political reasons. On a current world map, you can see the country of Myanmar in southeast Asia. Today we call this country Myanmar. But for many years, it was called Burma. Next

to Myanmar is the country of Thailand. For a long time, this country was called

Siam. But now it is called Thailand. South of Thailand are Malaysia and Singapore.

These two countries are completely separate now. For a few years, Singapore and

Malaysia were one country. But in 1963, they decided to separate into two countries.

GUIDED WRITING

Exercise 19 Read the paragraph below. Rewrite it by making the eleven changes listed. Careful: You may have to make other changes.

- 1. Change very to extremely.
- 2. The word thing is too vaque. Change thing to task.
- 3. Take out all contractions. In writing, you should write out all of the words.
- 4. Change difficulty to problems.
- 5. Add another simple example after cat. Use the connector or.
- 6. Begin the fifth sentence with the phrase for example (Hint: add appropriate punctuation.)
- 7. Connect the first two sentences that discuss consonants with the word because.
- 8. Connect the two sentences about the letter c with an appropriate connector.
- 9. Change the word *problem* to *mistake*. (Hint: This will also require one more change.)
- 10. Connect the two sentences about the word straight with an appropriate connector.
- 11. Connect the last two sentences with the connector so.

English Spelling

Spelling in English is a very difficult thing. Students don't have much difficulty with small words such as *cat*. Longer words can be especially tricky. For some people, vowels are the big problem. The sound of long E can be spelled *ee* as in *beet*, *ea* as in *each*, or *eo* as in *people*. For other people, consonants cause headaches. One consonant can be pronounced two different ways. Sometimes the letter *c* sounds like *k* as in *cool*. Other times it sounds like *s* as in *race*. Another spelling problem that many people have occurs with silent letters. The word *straight* has eight letters. Three of the letters are silent. English spelling isn't easy. It is not surprising that so many people cannot spell well.

	CHAPTER QUIZ
Exercise 20	Part 1: Synthesis. Circle the letter of the correct answer.
	1. Some customers did not like the store's new plan, but many people supported
	it fully.
	A. other C. of other
	B. others D. of others
	2. I believe that it is very useful for all of us to a discussion about any change in
	the law about owning a gun.
	A. make C. have
	B. say D. be
	3. Look at this meal! This meat dish in particular is delicious. Can you tell us
	how you prepared it? What ingredients did you use?
	A. certain C. very
	B. too D. extreme

4.	Is P	aolo leaving now? Does	he	.?			
	A.	have his umbrella with	him	C.	have him umbre	lla with his	1
	B.	has his umbrella with h	im	D.	has him umbrell	a with his	
5.	Hig	h school athletes dream	of becomin	g professio	onals pra	actice hard,	they
	ma	y realize this dream.					
	A.	They		C.	And if they		
	B.	So they		D.	If they		
6.	I ap	pplied for that job	_ more mo	oney.			
	A.	to earn		C.	for earn		
	B.	to earning		D.	for earning		
the	lette	Error Correction. One of the error and corrections the press conference yested.	t it in the s	pace provi	ded.		
/.	AL	A	eiday, tile s	pokespersc	on for the compan	B 11141	all OI
	the	information on the com	pany websi		t		
8.	I th	C ink that we <u>should rent</u> a	a car <u>to driv</u>	D <u>re</u> there. To	me, renting a car	has more	sense
	tha	A n driving our own car th	ereB		С	D	
9.	Wh	en we talked to the little	boys, <u>he</u> to	old us that	Joshua is not <u>telli</u>	ng a lie, bu	t I don't
	beli	A leve him.		c	D	P	
10.	Му	aunt does not eat many	kind of veg	getables, bu	it she <u>often eats</u> sa	alad with ca	irrots
	and	A l other root vegetables	В		C		
		D					

ORIGINAL WRITING

On a separate sheet of paper, write an original paragraph (eight to fifteen sentences) about something funny or strange that happened because someone made a simple mistake. Tell what happened and why it was funny. Give details about the event. When was it? Where did it take place? Why did it happen? Use at least five of the following in your writing: make / do, say / tell, be right, be wrong, many / much, a few / a little, and / but / so. Underline your uses of these words.



Appendixes

- 1. Irregular Verb Forms
- 2. Capitalization
- 3. Punctuation

1 Irregular Verb Forms

Simple	Past	Past Participle	Simple	Past	Past Participle
be	was, were	been	fall	fell	fallen
beat	beat	beaten	feed	fed	fed
become	became	become	feel	felt	felt
begin	began	begun	fight	fought	fought
bend	bent	bent	find	found	found
bite	bit	bitten	flee	fled	fled
bleed	bled	bled	fly	flew	flown
blow	blew	blown	forget	forgot	forgotten
break	broke	broken	freeze	froze	frozen
bring	brought	brought	get	got	gotten
build	built	built	give	gave	given
buy	bought	bought	go	went	gone
catch	caught	caught	grow	grew	grown
choose	chose	chosen	have	had	had
come	came	come	hear	heard	heard
cost	cost	cost	hide	hid	hidden
cut	cut	cut	hold	held	held
deal	dealt	dealt	hurt	hurt	hurt
dig	dug	dug	keep	kept	kept
do	did	done	know	knew	known
draw	drew	drawn	lead	led	led
drink	drank	drunk	leave	left	left
drive	drove	driven	lend	lent	lent
eat	ate	eaten	let	let	let (continu

lie lay lain sing lose lost lost sink make made made sit mean meant meant sleep meet met met speak	sang sung sank sunk sat sat slept slept spoke spoken
make made made sit mean meant meant sleep	sat sat slept slept
mean meant sleep	slept slept
-	
meet met speak	spoke spoken
1	
pay paid paid spend	spent spent
put put put stand	stood stood
quit quit steal	stole stolen
read read sweep	swept swept
ride rode ridden swim	swam swum
ring rang rung take	took taken
rise rose risen teach	taught taught
run ran run tear	tore torn
say said said tell	told told
see saw seen think	thought thought
sell sold sold throw	threw thrown
send sent sent wake	woke woken
set set set wear	wore worn
shoot shot shot understa	and understood understood
show showed shown win	won won
shrink shrank shrunk write	wrote written
shut shut shut	

2.1 Basic Capitalization Rules 1. Always capitalize the first word of a sentence. Today is not Sunday. It is not Saturday either. Do you know today's date? 2. Always capitalize the word I no matter where it is in a sentence. John brought the dessert, and I brought some drinks. I want some tea. My brothers, sisters, and I all went to the same college. 3. Capitalize proper nouns—the names of specific people, places, or things.

Mr. Lee parked his Toyota in front of the Hilton.

Capitalization

2

The Statue of Liberty is located on Liberty Island in New York.

There is a huge building on the island that is to the west of the city.

4. In a title, some words begin with a capital letter and some words do not.

Living in Fear Romeo and Juliet Harry Potter and the Deathly Hallows

The King and I Three Men and a Baby Love at First Sight

The rules for capitalizing titles are easy:

- Always capitalize the first letter of a title.
- If the title has more than one word, capitalize all the words that have meaning (content words).
- Do not capitalize small (function) words like *a, the, in, with, on, for, to, above, and, or* (unless they are the first word, in which case they are capitalized).

2.2 Capitalization Practice

- **Practice 1** Circle the words that have capitalization errors. Make the corrections.
 - 1. the last day to sign up for the trip to miami is this Thursday.
 - 2. does jill live in west bay apartments, too?
 - 3. the flight to new york left late saturday night and arrived early sunday morning.
 - 4. My Sister has two daughters. Their names are rachel and rosalyn.
 - 5. if mercedes cars weren't so expensive, i think i'd buy one.

fast-food restaurant in the world, ______.

Practice 2 Complete these statements. Be sure to us	e correct	t capitalization.
--	-----------	-------------------

USA stands for the United ______ of _____.
 The first month of the year is ______ .
 ______ is the capital of Japan.
 One of the most popular brands of jeans is ______ .
 President Kennedy's first name was ______ . His wife's first name was ______ .
 Much of Europe was destroyed in ______ (1939-45).
 All over the world you can see the large golden M that belongs to the most popular

	8. Beijing is the largest city in
	9. The winter months are,, and
	10. The last movie that I saw was
Practice 3	Read the following titles. Rewrite them with correct capitalization.
	1. my favorite food
	2. living in Miami
	3. the best restaurant in town
	4. mr. smith's new car
	5. a new trend in Hollywood
	6. why i left California
	7. my side of the mountain
	8 no more room for a friend

Practice 4 Read the following paragraph that a student wrote. Circle the capitalization errors and make corrections above the errors.

A visit to cuba

according to an article in last week's issue of newsweek, the prime minister of canada will visit cuba soon in order to establish better economic ties between the two countries. because the united states does not have good relations with cuba, canada's recent decision may result in problems between washington and ottawa. in a recent interview, the canadian prime minister indicated that his country was ready to reestablish some sort of cooperation with cuba and that canada would do so as quickly as possible. there is no doubt that this new development will be discussed at the opening session of congress next tuesday.

Practice 5 Read the following paragraph. Circle the capitalization errors and make corrections above them.

crossing the atlantic from atlanta

It used to be difficult to travel directly from atlanta to europe, but this is certainly not the case nowadays. british airways offers several daily flights to london. Lufthansa, the national airline of germany, offers flights every day to frankfurt and twice a week to berlin. other european air carriers that offer direct flights from atlanta to europe are klm of the netherlands, sabena of belgium, and air france. however, the airline with the largest number of direct flights to any european city is not a european airline. delta airlines, which is the second largest airline in the united states, offers seventeen flights a day to twelve european cities, including paris, london, frankfurt, zurich, rome, and athens.

Practice 6 Read the following paragraph. Circle the capitalization errors and make corrections above them.

my beginnings in foreign languages

I have always loved foreign languages. When I was in tenth grade, I took my first foreign language class. It was french I. My teacher was named mrs. demontluzin. She was a wonderful teacher who inspired me to develop my interest in foreign languages.

Before I finished high school, I took a second year of french and one year of spanish.

(continued)

I wish my high school had offered latin or greek, but the small size of the school prevented this. Over the years since I graduated from high school, I have lived and worked abroad. I studied arabic when I lived in saudi arabia, japanese in japan, and malay in malaysia. Two years ago, I took a german class in the united states. Because of recent travels to uzbekistan and kyrgyzstan, which are two republics from the former soviet union, I have a strong desire to study russian. I hope that my love of learning foreign languages will continue.

3 Punctuation

3.1 End Punctuation

Three main kinds of punctuation occur at the end of an English sentence. You need to know how to use all three of them correctly.

1. **period** (.) A period is used at the end of a declarative sentence.

This is a declarative sentence.

This is not a question.

All three of these sentences end with a period.

2. **question mark** (?) A question mark is used at the end of a question.

Is this idea difficult?

Is it hard to remember the name of this mark?

How many questions are in this group?

3. **exclamation point** (!) An exclamation point is used at the end of an exclamation. It is less common than the other two marks.

I can't believe you think this is difficult!

This is the best writing book in the world!

Now I understand all of these examples!

Practice 1 Add the correct end punctuation.

- 1. This examination consists of fifty items
- 2. Read each item carefully to see if you think it is true or false
- 3. Write T or F on the line to indicate your answer
- 4. Does anyone have any questions before we start the test
- 5. You may begin now

Practice 2 Look at an article in any newspaper or magazine. Circle every end punctuation. Then answer these questions.

- 1. How many final periods are there? _____ (or _____ %)
- 2. How many final question marks are there? _____ (or _____%)
- 3. How many final exclamation points are there? _____ (or ______%)
- 4. What is the total number of sentences? _____

Use this last number to calculate the percentages for each of the categories. Does the period occur most often?

3.2 Commas

The comma has several different functions in English. Here are some of the most common ones.

1. A comma separates a list of three or more things. There should be a comma between the items in a list. Do not use a comma between only two items.

He has lived in Russia and China.

He has traveled in Brazil, Canada, and Sweden.

Russia, China, Brazil, Canada, and Sweden are large countries.

2. A comma separates two sentences when there is a combining word (coordinating conjunction) such as *and*, *but*, *or*, *so*, *for*, *nor*, or *yet*. The easy way to remember these is FANBOYS (*for*, *and*, *nor*, *but*, *or*, *yet*, *so*). The three most important combining words for this book are *and*, *but*, and *so*.

Sammy bought the cake, and Paul paid for the ice cream.

Six people took the course, but only five passed the final exam.

Students may submit their applications by mail, so it is not necessary for them to drive to the university to apply.

Note: In general, do not use a comma before because or although.

Only five students passed the exam because it was very difficult.

One student scored 97 although the exam was very difficult.

3. A comma is used to separate an introductory word or phrase from the rest of the sentence.

In conclusion, doctors are advising people to take more vitamins.

First, you will need a pencil.

Because of the heavy rains, many of the roads were flooded.

Finally, add the sugar to the batter.

4. A comma is used to mark an appositive. An appositive is a word or group of words that renames a noun. An appositive provides additional information about the noun.

Washington, the first president of this country, was a clever military leader.

SUBJ (noun) APPOSITIVE

In this sentence, the phrase *the first president of this country* is an appositive. This phrase renames or explains the noun *Washington*.

5. A comma is sometimes used with adjective clauses. An adjective clause usually begins with a relative pronoun (*who, that, which, whom, whose, whoever, whomever*). We use a comma when the information in the clause is unnecessary or extra. (This is also called nonrestrictive.)

The book that is on the teacher's desk is the main book for this class.

Here when you say "the book," the reader cannot understand which book you are talking about, so the information in the adjective clause is necessary. In this case, we do not use commas.

History of California, which is on the teacher's desk, is the main book for this class.

Here you have the exact name of the book, so the information in the adjective clause is not necessary to help the reader identify the book. In this case, you must use commas to show that the information is extra.

Practice 3 Add commas as needed in these sentences. Some sentences may be correct, and others may need more than one comma.

- For the past fifteen years Mary Parker has been both the director and producer of all the plays at this theater.
- 2. Despite all the problems we had on our vacation we managed to have a good time.
- 3. I believe the best countries to visit in Africa are Senegal Tunisia and Ghana.
- 4. She believes the best countries to visit in Africa are Senegal and Tunisia.
- 5. The third step in this process is to grate the carrots and the potatoes.
- 6. Third grate the carrots and the potatoes.
- Blue green and red are strong colors. For this reason they are not appropriate for a living room wall.

- 8. Without anyone to teach foreign language classes next year the school will be unable to offer French Spanish or German.
- **Practice 4** This practice is more difficult. Add commas as needed in these sentences. Some sentences may be correct, and others may need more than one comma.
 - The NEQ 7000 the very latest computer from Electron Technologies is not selling very well.
 - 2. The job interview is for a position at Mills Trust Company which is the largest company in this area.
 - 3. The job interview is for a position at a large company that has over 1,000 employees in this area.
 - Kevin's birthday is January 18th which is the same day that Laura and Greg have their birthdays.
 - Martina Navratilova whom most tennis fans refer to only as "Martina" dominated women's tennis for years.
 - 6. My brother who lives in Miami has two children. (I have several brothers.)
 - 7. My brother who lives in Miami has two children. (I have only one brother.)
 - 8. This flight is leaving for La Paz which is the first of three stops that the plane will make.
 - No one knows the name of the person who will take over the committee in January so there have been many rumors about this.
 - 10. Bank of Nova Scotia the most recent bank to open a branch here in Armyville has tried to establish a branch here for years but they just did so this month.
 - 11. On the right side of the living room an antique radio sits on top of a glass table that also has a flower pot a photo of a baby and a magazine.
 - 12. In Louisiana food is spicy because people there cook with a lot of onions peppers and seasonings.

3.3 Apostrophes

Apostrophes have two basic uses in English. They indicate either a contraction or a possession.

Contractions: Use an apostrophe in a contraction in place of the letter or letters that have been deleted.

he's (he is OR he has), they're (they are), I've (I have), we'd (we would OR we had)

Possession: Use an apostrophe to indicate possession. Add an apostrophe and the letter s after the word. If a plural word already ends in s, then just add the apostrophe.

Lincoln's term in office

Mrs. Popkes's three daughters

Yesterday's paper

The boy's books (= one boy has some books)

The boys' books (= several boys have one or more books)

Practice 5 Correct the apostrophe errors in these sentences.

- 1. Im going to Victors birthday party on Saturday.
- 2. The Smiths house is right next to the Wilsons house.
- 3. Hardly anyone remembers Roosevelts drastic action in the early part of last century.
- 4. It goes without saying that wed be better off without atomic weapons in this world.
- 5. The reasons that were given for the childrens bad behavior were unbelievable.

3.4 Editing for Errors

Practice 6 Find the fifteen punctuation errors in this paragraph and make corrections.

Deserts

Deserts are some of the most interesting places on earth A desert is not just a dry area It is an area that receives less than ten inches of rainfall a year About one-fifth of the earth is composed of deserts Although many people believe that deserts are nothing but hills of sand this is not true In reality deserts have large rocks mountains canyons and even lakes For instance only about ten percent of the Sahara Desert the largest desert on the earth is sand

Practice 7 Find the fifteen punctuation errors in this paragraph and make corrections.

Tennis

Of all the sports in the world my favorite is tennis I learned how to play tennis when I was fifteen years old. My father taught me how to play and then my brother and I practiced almost every day before school. We practiced in the early morning, because the weather was not too hot I like tennis for a number of reasons. First it is good exercise. Second it is a lot of fun. Third, it is a combination of physical, and mental ability. In fact tennis reminds me of chess. Both games require you to think, and then act. Now tennis is an international sport, and we see that the top players, are from Argentina Russia Australia, and the United States. Do you like what you are reading. If so then I recommend that you start playing tennis.



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